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ABSTRACT

This report on the second National Conference for Youth on Drinking and Driving focuses on the potential of the workplace as a site for the prevention of teenage alcohol abuse, with a special emphasis on drinking and driving. Features of the conference are described which may be of interest to employers of youth, youth specialists, and alcohol prevention specialists. The first two chapters provide background information on the conference and list its purposes and guiding principles. Chapters 3 and 4 describe the selection, characteristics, and preparation of youth and adult participants and faculty at the conference. All major sessions of the conference are discussed in chapter 5, with emphasis on learning objectives and instructional approaches in each case. The six programs featured at the conference are described in chapter 6. These include Opryland's Employee Assistance Project; a teenage alcohol abuse prevention program from a McDonald's franchise in Arkansas; Johnson and Johnson's Live for Life health promotion and disease prevention program; a Job Corps center prevention project in Woodstock, Maryland; the Jobs for Young Adults program in Topeka, Kansas; and a Florida Burger King group interested in developing a program. Action plans and state strategies produced at the conference are reviewed in the final two chapters. Other relevant materials are contained in the appendices. (NRB)

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Report on the National Conference for Youth on Drinking and Driving

Washington, D.C.
April 27-30, 1984

CG 018295

U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

National Institute on Alcohol Abuse and Alcoholism
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Rockville, Maryland 20857

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CHAPTER ONE

BACKGROUND OF THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

The second National Conference for Youth on Drinking and Driving was held April 27 to April 30 at the National 4-H Center in Chevy Chase, Maryland, just outside Washington, D.C. Sponsored by the U.S. Department of Health and Human Services (DHHS), the conference was focused on the potential of the workplace as a site for the prevention of teenage alcohol abuse, with special emphasis on drinking and driving. The event benefited from the direct involvement of DHHS Secretary Margaret M. Heckler, who has made the problem of teenage alcohol abuse, and especially drinking and driving, a priority of her administration. The balance of this chapter provides background on the conference.*

1. IN 1982, THE DEPARTMENT OF HEALTH AND HUMAN SERVICES RECOGNIZED THE NEED TO TAKE STRONG ACTION AGAINST TEENAGE ALCOHOL ABUSE

In October 1982, then Secretary of Health and Human Services Richard S. Schweiker launched the Department's Initiative on Teenage Alcohol Abuse, "a combined national effort by government and the private sector to halt the needless devastation and human tragedy of alcohol abuse among America's young people—to give direction and momentum to the national sense of horror over this tragedy...." As suggested by Secretary Schweiker's inaugural statement, a convergence of factors prompted this Federal action.

- **The extent of the problem—the thousands of daily disturbances and all too frequent catastrophies associated with alcohol use by the young.** For instance, surveys conducted at the time revealed that approximately 75 percent of senior high students used alcohol and some 15 percent consumed at least five or more drinks a week; nearly 20 percent of 14 to 17 year olds experienced serious alcohol-related problems.[1/]

  The use of alcohol often becomes lethal as teens get older and start conveying themselves to and from social events or engaging in "recreational driving." Teen drinking, in fact, is more likely than not to involve driving. For instance, some 53 percent of high school seniors reported drinking most often at parties, 24 percent in cars, and 12 percent at home.[2/] The results of this common double exposure to drinking and driving are reflected in alarming statistics on alcohol-related deaths among people aged 16 to 19: approximately 3,600 in this age group are killed in alcohol-related accidents each year, making such accidents the leading cause of death among them.[3/] Given this heavy toll, it is shocking but not surprising that the annual death rate for young people was higher in the late 1970s and early 1980s than in the 1950s, despite all intervening medical advances and despite the establishment of a nationwide network of sophisticated emergency medical services.

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* Appendix A contains charts of statistics on youth employment, alcohol use, and drinking and driving. Appendix B contains a long list of epidemiological facts on alcohol use and abuse among young people.

- **The uneven distribution, paucity, or inadequacy of existing techniques and resources for addressing the problem of alcohol use by the young.** An informal survey conducted in 1982 by the National Instititute on Alcohol Abuse and Alcoholism (NIAAA) found alcohol awareness education seriously lacking in many parts of the country.[2] Although alcohol education units were mandated by most States, the subject tended to be given cursory attention, local school systems complaining that the curriculum is already overcrowded with extraneous units, that it is too controversial, that there is no one available to teach it and no money available for training, and that materials are outdated or ineffective.

- **Public outrage at the frequency of alcohol-related tragedies, particularly the traffic fatalities and injuries suffered disproportionately by the young.** The multiplication of very active and successful grassroots organizations (MADD, SADD, RID, PRIDE, NFP, etc.) indicated that thousands of people across the country might be willing to devote their time, energy, and/or money to the retesting of old approaches to alcohol problems and the development of new ones.

This convergence of factors—the unconscionable extent of alcohol problems among the young, the limitations of existing solutions for controlling these problems, and the existence of vast but scattered resources for intervention and prevention—suggested that the time was right for a surge of Federal leadership in the fight against teenage alcohol abuse and the devastation it causes.

2. THE FIRST YEAR OF THE DHSS INITIATIVE ON TEENAGE ALCOHOL ABUSE FOCUSED PRIMARILY ON SCHOOL-RELATED OR SCHOOL-BASED ACTIVITIES

As defined by Federal staff, the DHHS Initiative on Teenage Alcohol Abuse came to involve the following major components, most of them school-related:

- **A series of 10 regional conferences on prevention and early intervention** where school personnel and PTA members could join alcohol and drug abuse prevention specialists in examining a variety of programs available for educating youth about alcohol and drugs. Held in the Fall of 1982, the conference series allowed over 1,100 people to review tested approaches to classroom education, teacher training, school policy, parent education, community awareness, and school-based early intervention. Through followup activities, NIAAA staff identified new and improved programs inspired by the conferences. Prevention Plus, a guidebook issued in April 1983 (DHHS Publication No. ADM 83-1256) explains the basic principles of prevention programming explored during the conference series and describes model programs/approaches, listing sources for program materials. Prevention Plus is available from the National Clearinghouse for Alcohol Information (NCALI), 1776 East Jefferson Street, P.O. Box 2345, Rockville, Maryland 20852.

- **A series of one-day treatment conferences** at which State and local alcohol authorities, treatment specialists, health care personnel, parents, school personnel, and law enforcement agents could study: (1) treatment modalities specifically designed for alcohol-abusing teens; (2) reimbursement and other fiscal support for such services; and (3) networking among concerned agencies. Taking a unique approach to conference planning, members of the Initiative staff conducted two planning meetings prior to each conference to provide a forum for community groups to document their need for teen services, determine the content for their upcoming conference on that basis, then identify respected and replicable programs that could illustrate relevant approaches. Subsequently, participants in the two planning meetings became members of a cadre for conference followup, working to assure that a continuum of care would be made available to teens. (Treatment conference proceedings are available from NCALI.)

- **The 1983 Secretary's Conference for Youth on Drinking and Driving,** held March 26 through 28 at the National 4-H Center in Chevy Chase, Maryland. Co-sponsored by the Departments of Education, Transportation, and Agriculture, the conference was considered the centerpiece of the 1982-1983 Initiative. Delegations composed of five high school students and one school superintendent came to the conference from all 50 States, the District of Columbia, Puerto Rico, the Defense Department's school system, and an American Indian school system. At the conference, participants young and old engaged in a joint, goal-oriented learning process: they shared experiences and heard about eight teen-run programs for reducing alcohol-related problems among youth, particularly the critical problem of drinking and driving; they discussed the resources and practiced the skills that would be required to introduce program ideas to their own communities; then they developed preliminary plans for doing so. Most important, the conference was not only youth-centered but also youth-run. The young people who presented the eight featured programs also served as a teen faculty for the conference, leading discussions and facilitating the participants' action planning sessions.

  The results of the conference outstripped even the high expectations of its enthusiastic planners. Within the first three months following the event, the Director of the Teenage Initiative had received reports from 35 delegations describing their progress toward selected goals, which included: regional, State, and local conferences; community awareness campaigns; the establishment of SADD chapters; end-of-school-year activities and other non-alcoholic events; hotlines and safe-ride services; alcohol education programs for younger students; peer education; and peer counseling/listening. A second wave of post-conference reports—40 in all—arrived in January 1984. These reflected remarkable levels of effort and program maturity.

Participants in the 1983 Conference had advanced from modest, easily managed prevention activities to planning and conducting whole almanacs of events for their schools and communities. Even more, they had not rested with their own communities and schools but had become county and State organizers, recognized by government officials and human service professionals as prime resources for the prevention of alcohol abuse among young people. (A report on the 1983 conference is available from NCALI).

Soon after the Teenage Initiative was underway, Margaret M. Heckler replaced Richard Schweiker as Secretary of DHHS. She embraced the projects as avidly as her predecessor and, on her insistence, the Initiative was carried into 1984, with a second Secretary's Conference for Youth on Drinking and Driving again as centerpiece.

3. THE SECOND NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING FOCUSED ON THE POTENTIAL OF THE WORKPLACE AS A SITE FOR THE PREVENTION OF TEENAGE ALCOHOL ABUSE, ESPECIALLY DRINKING AND DRIVING

With the first National Conference for Youth on Drinking and Driving, DHHS did its part to generate an anti-alcohol ethos among high school students. The action-oriented format devised by the Initiative staff had indeed succeeded in motivating conference participants to take up the banner of drunk-driving deterrence in their schools and communities. But the lives of contemporary teens do not center exclusively on school. With high school seniors spending 12 percent of their time at work and 18 percent of their time at school, the workplace has come to rival the school as an influence on young people.[5]

Unfortunately, the influence of the workplace is not always salutary. For instance:

- A recent national survey found that alcohol consumption among high school seniors consistently increases in relation to the number of hours respondents work per week. Nearly 48 percent of seniors working 21 to 30 hours per week reported at least one episode of "heavy drinking" (consumption of five or more drinks in a row) in the two weeks preceding their response to the survey, compared to 32 percent of non-working seniors.[6]

- The same survey found that "heavy drinking at least **twice** in the past two weeks" was reported by 33 percent of the seniors who work 21 to 30 hours per week compared to 22 percent of non-working seniors.

- Alcohol consumption also varies directly with the amount of money young people have to spend. Two national surveys found that only 1.8 percent of 10th through 12th graders with "no money" per week reported "heavier drinking habits" (drinking at least once per week and five or more drinks per typical episode), compared to 56.9 percent of those with more than 10 dollars to spend.[7]

- The same surveys found that 0.7 percent of 10th to 12th graders who generally were not able to obtain alcohol reported "heavier drinking habits" compared to 52.9 percent of those who could always obtain alcohol.[1]

These findings reflect a greatly disproportionate vulnerability to alcohol abuse among working teens who tend to have more money than their non-working peers and greater access to alcohol through their associates on the job. To members of the Initiative staff, these findings indicated a pressing need for extending alcohol abuse and drunk driving prevention activities to the workplace. And given this need, the Initiative staff decided to focus the 1984 National Conference on this topic.

Toward this end, members of the Initiative staff contacted a number of large employers of youth to explore such questions as:

- How do management and co-workers currently influence the attitudes of young employees?
- What influence do immediate supervisors (many of them in their teens or early 20s) have on teenagers' attitudes toward drinking and driving?
- How can middle and upper management help prevent teenage alcohol abuse and keep young people from drinking and driving?
- For teens not in school, can the worksite provide role models that will encourage them to develop, maintain, and/or strengthen a set of healthy values regarding alcohol use, drinking and driving?
- How can young employees assist employers in attacking alcohol-related problems?
- Do employers now, or could they, incorporate alcohol and driving information in ongoing employee orientation and in-service training programs?
- What influence do employees have on customers?

Responses to these questions confirmed the Institute staff's perception that the workplace is an appropriate and feasible site for prevention programs. Thus they proceeded with plans for the 1984 Conference, which was designed to explore these and other questions.

* * * * *

The remainder of this report describes features of the 1984 Conference that may be of interest to employers of youth, youth specialists, and alcohol prevention specialists nationwide. Because conference participants and faculty were learning together rather than reciting the findings of their research, this conference report covers topics not ordinarily included in conference proceedings—the characteristics of participants and faculty, the structure and content of the conference as a whole, and the immediate products of the conference as well as the established programs presented there.

NOTES

1/ National Institute on Alcohol Abuse and Alcoholism: "Questions and Answers: Teenage Alcohol Use and Abuse." In: Prevention Plus: Involving Schools, Parents, and the Community In Alcohol and Drug Education. DHHS Publication No. (ADM) 83-1256, 1983.

2/ University of Michigan, Institute for Social Research. High School Senior Survey. Ann Arbor, 1982.

3/ Department of Transportation, National Highway Traffic Safety Administration, 1979-1981 data tapes from the Fatal Accident Reporting System.

4/ "Summary of the Results of a Survey to Determine the Nature and Extent of Alcohol Education in State School Systems." An unpublished memorandum from the Administrator of the Alcohol, Drug Abuse and Mental Health Administration to the Secretary of the Department of Health and Human Services.

5/ Data obtained from the National Center for Educational Statistics.

6/ I. G. Bachman, W. Johnston, P. M. O'Malley. Monitoring the Future: Questionnaire Responses From the Nation's High School Seniors, 1982. Institute for Social Research, Ann Arbor, 1983 ISR Publication Sales, P.O. Box 1248, Ann Arbor, Michigan 48106.

7/ J. V. Rachal et al. Extent and Nature of Adolescent Alcohol and Drug Use: The 1974 and 1978 National Sample Studies. Volume 1. October 1980. Center for the Study of Social Behavior Research Triangle Institute Project. No. 234-1322.

CHAPTER TWO

PURPOSES AND GUIDING PRINCIPLES OF THE 1984 CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

The 1984 National Conference for Youth on Drinking and Driving was an exceedingly taxing event for all participants. From their first hours at the National 4-H Center until their departure some two and one-half days later, participants were engaged in an intense, goal-oriented learning process. In effect, the youth conference was a gigantic training seminar. No major part could be skipped or "tuned out" without compromising the quality of the experience and its results. This intensity was dictated by the stated purposes of the conference and the educational precepts of its planners, which are discussed below.

1. PURPOSES OF THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

As defined by the Initiative staff, the purposes of the 1984 Conference were as follows:

- To underscore the distressing extent of alcohol-related problems among teens, with special emphasis on alcohol-related motor vehicle accidents.
- To heighten employer awareness of the extent and nature of problems caused by teenage alcohol use and abuse, and to identify ways that employers could help solve these problems.
- To showcase a variety of worksite-based programs for preventing and/or responding to these problems.
- To stimulate participants to start their own anti-drinking and driving programs or join existing programs that might be extended to include the worksite.
- To identify and discuss methods and opportunities for designing, implementing, and maintaining programs, with emphasis on networking as a technique for creating awareness and gaining wide support.
- To anticipate the barriers that might keep participants from moving ahead with program efforts and to help them find techniques for overcoming or bypassing these barriers.

These purposes are sequential, not complementary—a "formal meal" not a "smorgasbord." Together they comprise a tight order of steps, all directed toward the solution of clearly identified problems. But order is not sufficient for learning or accomplishment. Accordingly, having developed an overriding logic for the conference, the Initiative staff began to enumerate the principles and approaches most likely to produce the desired results, i.e., conference graduates aware of the problems associated with teenage alcohol use and abuse, familiar with the approaches that may be used to remedy these problems and with the skills required to apply these approaches, armed with fairly detailed preliminary plans for prevention activities in their workplaces and States, and most important, inspired to implement their plans and possessed of the confidence and will to do so.

2. PRINCIPLES GUIDING THE DEVELOPMENT OF THE 1984 CONFERENCE

In articulating the content and structure of the 1984 Conference, the Initiative staff was guided by a number of learning principles, some confirmed and some discovered the previous year.

- **Participants in a youth conference need timely information on the substance and content of the event, delivered at successively greater levels of detail.** Participants need to prepare themselves for a conference experience, especially one that will require them to develop products on-site. To maintain reassuring contact with young participants, to help them get up to speed on the conference topic, and finally, to avoid overwhelming them with a deluge of unabsorbable information, at least two mailings of advance material should be made.

- **Members of the same State delegation, who will be required to develop products as a group, should meet before the conference for social and work sessions, if at all possible. If they do not meet, they should communicate by mail or telephone.** Even if delegates are from the same town, they may not know each other or may be from competing associations, workplaces, schools, etc. Since time will be short at the conference and much group work required of State delegations, it is essential that they begin to operate as a team as soon as possible after their nomination.

- **All parties involved in the problem(s) being addressed at a goal-oriented conference should be adequately represented.** For instance, the topic "workplace programs for preventing teenage alcohol abuse" requires the presence of teenagers, prevention specialists, youth specialists, and people from the business community.

- **A youth faculty should be selected and trained to run the conference.** Teens generally learn most willingly from other teens, especially when the topic is social or psychological and when "teenage problems" are at the center of discussion. If well trained for the job, young people from a diversity of economic and social circumstances can present skits together, lecture, facilitate discussions, coach exercises, and troubleshoot during group planning sessions—all very effectively. Moreover, teen faculty also serve as positive role models for young participants, who are able to borrow not only program ideas and other information directly from their peers but also some measure of the poise, skill, and self-confidence these young instructors typically display.

- **Adult leaders should work side by side with peer instructors.** There is, in these days, no emotionally palpable "generation gap." Members of a youth faculty enjoy working in a collegial manner with the adults who accompany them to a conference. They do not mind turning to these adults for assistance and support, often sorely needed during the exhausting course of a conference; nor are they reluctant to correct the ideas or impressions of their adult collegues, if that seems necessary. For their part, the adults seem to have little difficulty becoming members of a large faculty dominated by youth. They generally can accept training from outside leaders on an equal basis with youth and can move in and out of their own leadership roles, as appropriate during conference and training sessions.

- **A variety of instructional techniques should be used at the conference, with emphasis on "active learning."** In a group learning situation, when time for absorbing information is drastically abbreviated and products are expected on the spot, active learning processes seem to be most productive and agreeable, at least for the majority of participants. The germinal findings of Edgar Dale and the experience of numerous trainers and trainees suggest that people learn best when actively involved in the learning process. Dale found, for instance, that people generally remember 10 percent of what they read, 20 percent of what they hear, 30 percent of what they see, 50 percent of what they hear and see, 70 percent of what they say or write, and 90 percent of what they say as they are doing something.* Thus an active, multi-sensory instructional approach is almost always desirable. This is not to say that didactic instruction (lectures) cannot contribute to learning in a conference setting. It is to say, however, that a goal-oriented youth conference should be short on "telling" or "leading" participants and long on coaching them, supervising their exercises, and troubleshooting during their group planning sessions.

- **To facilitate active learning, most of the conference should occur in small group sessions.** The smaller the group, the more likely that each participant will have the opportunity to question, contribute, play a role, lead a discussion, participate in an exercise, and so on.

- **Time and energy must be spent encouraging participants to mingle and helping them feel comfortable in their assigned groups.** Groups do not work well automatically. Warm-ups, mixers, and similar exercises are needed to help participants develop a sense of belonging—to break down the barriers between them and allow them to shed the psychological armor that most of us wear in unfamiliar settings.

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* William and Meier Henry, Educational Media (Charles Merrill, 1969).

These principles guided the development of the conference down to the last detail. They had implications for the selection, preparation, and grouping of participants; the selection, preparation, and organization of faculty members; and the design and coordination of all conference components.

CHAPTER THREE

PARTICIPANTS AT THE 1984 NATIONAL CONFERENCE: SELECTION, CHARACTERISTICS, AND PREPARATION

All 50 States, the District of Columbia, and Puerto Rico were represented at the 1984 Conference. In addition, since the conference was focused on the workplace, two delegations were invited to represent the Jobs Corps, a Federally funded, work-training program serving some 100,000 young people per year at 100 residential sites across the country.

The selection of delegates was coordinated by State officials who are familiar with local conditions, resources, and programs and so were well positioned for this task. The selection criteria, the resulting composition of State delegations, and the characteristics of youth participants—all had great influence on the outcome of the conference.

1. SELECTION CRITERIA FOR ADULT AND YOUTH PARTICIPANTS*

When planners began to discuss the selection of participants for the 1984 Conference, they had an ideal delegation in mind. The ideal delegation would, in composition, reflect the goals of the conference itself. It would include two adults, at least one from the business community, and six employed teenagers. Participants would prepare for the conference together, if possible; their capacity for teamwork would be strengthened at the conference; and they would continue their association after the event, striving to realize their action plans and State strategy.

With this ideal delegation in mind, Federal planners developed the following criteria for the selection of youth and adult participants:

- **Youth Participants**
  - Must be between the ages of 16 and 19.
  - Must be employed either part or full-time.
  - Should be identified as leaders in an organizational and/or personal sense, since they will be expected to design and implement programs with the support of the adults who accompany them, their employers, and concerned local organizations. (Past or present involvement in alcohol, traffic safety, or general health promotion activities considered a definite asset.)
  - Should be able to work together as a team—before, during, and after the conference.

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* Appendix C contains a list of all conference participants.

  - Should have some unifying force as a team, e.g., proximity, a common worksite, a common employer, or common responsibilities within an existing health or social program.

- **Adult Participants**
  - If youth participants in a given State delegation come from a single worksite, then at least one of the adult participants accompanying them should be associated with the employing organization.
  - If youth participants in the delegation represent two or more employers, then at least one of the adults accompanying them should have influence at one of the worksites.
  - If youth participants derive from an existing community-based program with potential for impact on the workplace, then one of the adults should represent this program and one should represent a major employer who appears interested in instituting or strengthening an anti-drinking and driving program for young employees.

For the most part, State Alcohol/Drug Authorities accepted the reasoning underlying these criteria, and many were able to assemble delegations that realized Federal ideals.

2. THE COMPOSITION OF STATE DELEGATIONS TO THE 1984 CONFERENCE

In composing their delegations for the 1984 Conference, State Authorities found it easier to satisfy the recommendation that delegates live close to one another than the even stronger recommendation that the delegation include at least one adult member from the business community.

- **Geographic Distribution Of The Members Of Individual State Delegations**—Some 25 delegations were composed of young people from the same community. Fifteen States sent two distinct teams, each representing a specific area. The remaining States nominated delegates from three or more locations, but as recommended, these scattered delegates often were united by some other compelling factor, e.g., all McDonald's employees, all graduates of the State's Teen Institute. In effect, the State Alcohol/Drug Authorities had no trouble finding proximate young people suitable to serve as delegates at the 1984 Conference, but some authorities preferred other geographic distributions for understandable and valid reasons. The progress State delegations make in elaborating and firmly instituting their action plans and statewide strategy may reflect on the wisdom of these geographic choices.

- **Inclusion Of Adults From The Business World**—Twenty-two delegations included at least one adult from the business world. (Exhibit III-1 lists the business affiliations of these adult participants.) Twenty-three delegations had no adult business person but instead included

EXHIBIT III-1

BUSINESS AFFILIATIONS OF ADULT PARTICIPANTS AT THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING*

Valley Video	Wasilla	Alaska
London Bridge Tennis and Health Club	Lake Havasu City	Arizona
Department of Parks and Tourism	Paragould	Arkansas
Bonanza	Paragould	Arkansas
Department of Parks and Recreation	Woodland	Claifornia
Summer Youth Employment and Health Promotion Program	Washington, D.C.	
McDonald's	Gulf Breeze	Florida
United Car Rental Systems, Inc.	Lihue/Kauai	Hawaii
Pizza Hut	Topeka	Kansas
Sears Roebuck Co.	Natick	Massachusetts
Howard County Youth Resource Center	Columbia	Maryland
Meijer, Inc.	Kalamazoo	Michigan
Manpower and Training/ Chemical Dependence Division	St. Paul	Minnesota
McDonald's	Helena	Montana
Valentino's	Lincoln	Nebraska
Alfred State College Work-Study Project	Alfred	New York
Jim's Texaco	Oklahoma City	Oklahoma
Bernstein-Rein Advertising	Portland	Oregon
McDonald's	Bellevue	Washington
Trail-R-Signs of Augusta	North Augusta	South Carolina
McDonald's	Aberdeen	South Dakota
Target Stores	Rapid City	South Dakota
KAMC-TV	Lubbock	Texas
Delta Flexible Products	Racine	Wisconsin
Home Builder's Institute	Roswell	New Mexico

* Includes public departments typically employing youth and work-training programs.

adults from the public schools, substance abuse prevention and treatment agencies (State and local), community development agencies, youth programs, motor vehicle departments, safety councils, parent groups, and a variety of nonprofit agencies. (Seven delegations did not provide information on the work realm of adult delegates.)

Although underrepresented, the business people made themselves known throughout the conference, were encouraged to contribute to the discussion at every turn, and were accorded marked attention whenever they did speak. Under their influence, delegates who were having difficulty envisioning the workplace as a site for prevention activities soon came to recognize numerous opportunities of this kind. The business people also made a great impression on Teen Institute directors who attended the conference. With years of experience in helping young people to take positive charge of their lives, the directors had as yet had little contact with business owners or managers who, like them, have great influence over young people. Recognizing how much these two groups might benefit from continuing interaction, the Initiative staff agreed to conduct a post-conference meeting with the Teen Institute directors to encourage the inclusion of worksite-based materials in their upcoming institute programs.*

3. CHARACTERISTICS OF YOUTH PARTICIPANTS IN THE 1984 CONFERENCE

Data collected on conference registration forms gave the Initiative staff a profile of the participant group sufficiently detailed for planning purposes.**As outlined on Exhibit III-2, the participant group had the following characteristics:

- **Student Status**—As expected, an overwhelming majority of participants (320 of 324) described themselves as "students."
- **Hours Of Work Per Week**—A majority of participants (169 of 324) reported spending more than 10 hours a week at work. Thus, although full-time students, these participants have considerable "presence" at their places of employment, which should help them sell their employers on the concept of the workplace as a site for prevention activities.
- **Type Of Business**—Also as expected, a large contingent of participants (91) reported working in the "food" industry, a considerable number (42) in "retail" merchandising, and over a score in the "service" sector.

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*Appendix D contains minutes of the meeting with Teen Institute directors, held June 8-9, 1984, in St. Louis, Missouri.

** Time did not allow a pre-test of the registration form and refinement of data categories. Using data provided by participants, it would be possible to define data elements more precisely, if the need arose and resources were available for the task.

EXHIBIT III-2

CHARACTERISTICS OF YOUTH PARTICIPANTS AT THE 1984 NATIONAL CONFERENCE

Students	**Non-Students**
320	4

Experience with organized service or social programs	**No experience with organized service or social programs**
244	80

Hours work per week

1-10 :	83 participants
11-20:	94
21-30:	51
31-40:	24
No Entry:	72

Type of Business	
Food	91
Farm	4
Construction	5
Retail	42
Information	8
Management	3
Service	22
Health	13
Other	65

Job Title	
Skilled laborer	20
Manual laborer	44
Sales Clerk	50
Clerical worker	17
Data processor	2
Other office worker	14
Customer/client assistant	16
Other	76

- **Job Title**—Among categories specified on the registration form, "sales clerk" was selected most frequently (by 91 participants) followed by "manual laborer" (44), "skilled laborer" (20), "clerical worker" (17), and "customer/client assistant" (16).

- **Experience With Organized Social Programs**—A great majority of participants (244 of 324) reported involvement in social or service programs. This finding was an extremely important consideration in the preparation of youth faculty. A review of the registration forms revealed that numerous participants could be expected to have knowledge of conference topics and might possess advanced skills in program planning, implementation, and maintenance--all of which were to be covered. Moreover, a number of participants had gained their knowledge of alcohol problems first-hand, becoming active in organized support or service programs as recovering alcoholics. The great range of knowledgeable participants who attended the conference is reflected in the following statements drawn from their registration forms.

    - Have attended many Alcoholics Anonymous and Narcotics Anonymous meetings; participated in a Chemical People group.

    - Participate in Youth to Youth, a program to prevent drug/alcohol abuse in teens; have attended and staffed Youth to Youth camps, then engaged in follow-up activities. I also attended a Teenage Institute and just recently became a member of Students Against Driving Drunk (SADD).

    - Currently involved in organizing a Santa Fe SADD chapter and safe-ride service; I am chairman of the committee on rules and regulations.

    - A graduate of the Green Mountain Teenage Institute on drugs and alcohol, I give many presentations on this subject and on peer pressure to junior high students.

    - I am president of Students Against Driving Drunk.

    - I am in a support group for kids who have drug/alcohol and family problems; I spoke at a town meeting connected with Chemical People; I spoke to our State legislature and to other officials; I have been interviewed on TV, [on a 30-minute radio talk show] and [by our local newspaper] ; my support group was televised for later release; I spoke to a special ed group and will be speaking at a community/church gathering and at two high schools, four junior high schools, and three elementary schools.

    - I am very actively involved in our SADD program and our Peer Ed Program (PEP), which teaches elementary school students about drug and alcohol abuse; I recently returned from the Rhode Island Governor's Conference on Youth and Alcohol held in Newport.

- I go to Alcoholics Anonymous; I am a member of our Chemical People Task Force and a speaker on drug and alcohol abuse; I have spoken to the Governor's Drug and Alcohol Council.

- I belong to SADD, to a community task force, also a peer group that does clinics for grade school students. I am one of six students on a board planning the New Hampshire Teen Institute.

- Program involvements: Youth to Youth 1982, 1983; State Teenage Institute, 1982; Regional Teenage Institute, 1982; Ohio Federation of Families; National Federation of Parents for Drug Free Youth, 1984.

- I've been in Chance to Change, a program that helps families recovering from alcoholism.

- I'm skilled in communication, peer leadership, and constructive alternative training as a result of my participation in Positive Youth Development and Operation Snowball.

- I've been in the Rutland Diversion Program (for first-time offenders of alcoholic beverage laws), in the Green Mountain Institute (at Saint Michael's College), on the Rutland County Substance Abuse Task Force, and in Chemical People.

- Active in an anti-drinking and driving program at my high school, giving information and a demonstration on the subject.

- I'm a three-year participant in the Washington Teenage Institute.

Youth faculty members had to be prepared to deal simultaneously with participants who had no program experience and, as demonstrated by these above profiles, with numerous participants whose experience far exceeded their own; with young people firmly entrenched in the workplace and with those whose work connections were somewhat tenuous or seasonal. Also, once the conference began, it was obvious that ethnic, social, and economic diversity prevailed. Participants represented the entire population of employed youth, not just employed youth from middle and upper middle classes.

4. PREPARATION AND SUPPORT OF CONFERENCE PARTICIPANTS

The work required to organize and conduct a goal-oriented youth conference goes far beyond the mainly logistical tasks involved in bringing together professionals with a long history of common concerns or scientists who want to explore their most recent findings. At the National Conference for Youth on Drinking and Driving, disparate participants were joined first in sessions designed to enlarge their knowledge and then in sessions that allowed them to apply their expanded knowledge. The success of the conference depended to a great degree on how well participants were prepared for the experience and whether they received adequate support during the event. Advance materials mailed to participants and materials provided them at the conference were essential for these purposes.

Conference participants, youth and adult, received two packages of advance material and, at registration, received a conference notebook. In drafting these, Initiative staff were conscious of the oceanic disparities among some conference participants. The trick was to make a single package serve the needs of all without insulting the experienced or overwhelming the inexperienced. This was accomplished by frankly acknowledging existing disparities but, at the same time, holding them out as a challenge to all. Participants were advised that what they already knew about teenage alcohol problems was not nearly as important as what they chose to do with their knowledge. Would they use it to help other participants or to undermine the conference faculty? Would they become productive members of their State teams or arrogant bystanders?

The packages and conference notebook contained the following items:

- **The first package** included a registration form; an emergency card; fact sheets on the conference in general, the faculty, and the participants; and suggestions for preparatory activities. Participants were advised to get to know other delegates from their State and to begin working as a team; to inform themselves of existing local programs for preventing or treating alcohol abuse; to create networks for information sharing and support; and to publicize the conference and their part in it. A sample press release was provided to help them with the latter task and a list of national information sources was supplied to facilitate their research on alcohol topics. (A copy of the "Preparation" materials is included as Appendix E.)

- **The second package** covered a variety of topics: suitable clothing and personal items, supplies needed for the conference, travel to Washington and ground transportation to the 4-H Center, meals, accommodations, an update on faculty and participants, programs to be featured, grouping of participants for conference work, and opportunities for networking. Also included were a sheet of "conference regulations" and a report on the accomplishments of participants in the 1983 Conference.

- **The conference notebook** was designed as a tool for learning. It included a complete agenda and an annotated list of conference components, indicating the structure of major work sessions, the objectives to be pursued during each of these sessions, the activities involved, and the products expected. Also included in the conference notebook were profiles of the six programs to be presented; graphs of statistics on youth employment, alcohol use, and drinking and driving; epidemiological facts on alcohol use and abuse among young people; and a list of faculty members.

Without these packages and without the conference notebook, participants would have been lost. With them, participants had common references, a common currency, and a concrete symbol of their emerging sense of connectedness.

CHAPTER FOUR

FACULTY FOR THE 1984 NATIONAL CONFERENCE: SELECTION, CHARACTERISTICS, AND PREPARATION

Forming a youth faculty is perhaps the most exhilarating task involved in conducting a youth-centered conference. Numerous steps are required: defining the desired characteristics of faculty members; soliciting recommendations for faculty positions from various networks of organizations, agencies, and individuals presumed to have knowledge of potential candidates; interviewing and selecting among recommended candidates; training and supporting selected faculty members; and molding them all into a cohesive group. The following sections describe this process as conducted by the Office of the Secretarial Initiative on Teenage Alcohol Abuse.

1. SELECTION OF YOUTH FACULTY FOR THE 1984 CONFERENCE*

The youth faculty for the 1984 Conference were expected to accomplish two tasks: (1) present sample, work-related programs to a full assembly of participants and (2) facilitate the entire sequence of group "learning" and "doing" sessions that constituted the instructional core of the conference.

At the most simple and efficient, the procedure for selecting youth members of the faculty **would have** unfolded as follows: After identifying 15 or more work-related prevention programs involving youth in key roles, members of the Initiative staff would have visited program sites, reviewed activities, and interviewed involved youth; then, considering the quality of the programs and the capacity of youth to serve as presenters/facilitators, the Initiative staff would have made a selection. **This did not happen.**

Instead, the combined recommendations of various Federal agencies, State authorities, organizations concerned with alcohol abuse, health promotion, or employee support, and corporations employing large youth work forces produced only a short roster of programs that might be suitable for presentation at the conference. This outcome was not entirely unexpected nor entirely disappointing. It did require adjustments and extra time from Initiative staff, but it also confirmed the impression that a youth conference focused on work-related prevention activities would indeed be a ground-breaking event.

Following leads from the sources mentioned, the Initiative staff did identify five suitable, youth-centered programs whose teenage members met a substantial number of the following selection criteria:

- Leadership ability or potential
- Good communication/training skills
- Experience working with peers and large groups
- Ability to draw people out
- Dynamic and motivating

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* Appendix F contains a list of youth and adult faculty members for the 1984 National Conference.

- Comfortable and spontaneous
- Creative
- Friendly
- Confident
- Quick to learn

These five programs supplied 29 of the 44 young people on the faculty. The other youth members came to their positions in a variety of ways: one had been a participant the year before and one a member of the faculty; Utah's State Alcohol Authority recommended four young people who were accepted on the faculty; the California Authority recommended six; and Colorado's Mile High Council on Alcoholism named three. These young people went through the same selection process as the youth faculty members who were attached to programs featured at the conference. Either a member of the Initiative staff, or someone at the State level familiar to and trusted by the Initiative staff, interviewed each candidate, advising him or her of the intense work that would be expected of faculty members and the heavy intellectual, emotional, and social demands that would be made on them.

2. CHARACTERISTICS OF THE YOUTH FACULTY FOR THE 1984 CONFERENCE

The resulting youth faculty for the 1984 Conference was not a homogeneous elite skimmed from a stable sector of the upper middle class. Instead, it included young people from the inner city who had been rejected by the public schools and a number of recovering alcoholics as well as classic high achievers. Specifically, the following contrasting contingents were united in one youth faculty:

- From California there were two groups, one from the north and one from the south, each including three young people. The young people from southern California are associated with Project Info, a private nonprofit organization that trains family members to improve their communication skills and trains young people to act as peer counselors. One of the Project Info teens had gone through the family communication program twice; another, who is the only student member of the local school board, had worked with Project Info staff on a community task force dealing with alcohol/drug abuse; the third had been trained as a peer counselor.

  All three youth faculty from northern California had at some point experienced alcohol and/or drug problems serious enough to bring them to the NEAT (New Experiences in Affection and Trust) Family. A six-year-old program for alcohol/drug abusing teenagers, the NEAT family empowers these young people to reduce or stop their use/abuse of substances and promotes healthy behaviors by providing them with gratifying alternative experiences, with positive role models, and with training in life skills.

  The six teens from California had a unique role on the faculty. After their selection, they assembled in San Jose for a day-long training session with a mental health professional whose specialty is improvisational theater. She taught them improvisational techniques and helped them develop six skits designed to heighten awareness of alcohol problems in all their social complexity. The California teens in turn taught these techniques and introduced these improvisational formats to other members of the youth faculty at a preview meeting held at the National 4-H Center four weeks before the conference.

- Another six members of the youth faculty came from a Job Corps Center in Woodstock, Maryland. These minority teenagers carry with them a history of social and economic problems that they strive to overcome at this residential job-training program. The Woodstock students served as presenters of their newly inaugurated alcohol/drug abuse prevention program "Just Say No" as well as facilitators of group sessions.

- The faculty members from Florida had had little or no experience with alcohol abuse prevention programs, either as staff or clients. Instead, they were connected through work, seven out of eight being employed by the Burger King Corporation at various levels of responsibility and authority--cashier, food handler, crew leader, and manager. In effect, this socially and economically diverse group represented the kind of businesses considered ripe for prevention activities, i.e., corporations employing large populations of teens and young adults. At the conference, the Burger King teens described their approach to program planning and their early results, and joined the others in facilitating sessions.

- The six faculty members from Tennessee also share a common workplace--Opryland Park in Nashville. They, too, function in a variety of capacities--operations lead, wardrobe assistant, stagehand, ticket taker, assistant supervisor of a food service, and manager in the food division--but all on a seasonal basis. The amusement corporation that hires them, summer after summer, is far advanced in the provision of employee assistance and development programs for workers young and old, seasonal and permanent. As members of the Opryland Park family, the young people from Tennessee function within these established programs (e.g., as peer counselors and referral agents) and may benefit from program services, if they should need them. At the conference, Opryland youth were both program presenters and group facilitators.

- The three youth faculty members from Kansas represented the Jobs for Young Adults Program, a community-wide endeavor to provide teenagers with job-seeking and job-keeping skills that will enhance their self-esteem, provide them with expanded opportunities for employment, and so divert them from self-destructive behaviors like alcohol and drug abuse. Two of the teens from Kansas had first-hand knowledge of the devastation caused by adult alcoholism and so were determined to avoid this path themselves and to help their peers do the same.

- The faculty members recommended by Colorado's Mile High Council on Alcoholism were youth leaders in their communities, whose talents were widely recognized. All three were experienced peer counselors and one was a member of the Denver Mayor's Youth Advisory Council.

- All four faculty members recommended by Utah's Alcohol/Drug Authority are members of the Governor's Youth Advisory Council on Drug and Alcohol Abuse.
- The youth faculty member from Massachusetts had been on the faculty the year before. At the 1983 Conference, he was spotted by top DHHS officials and later asked to serve as a youth member on the National Advisory Council on Alcohol Abuse and Alcoholism.
- The master of ceremonies for the 1984 Conference, who also served on the faculty, had been a participant the year before. A very productive graduate of the 1983 Conference, he was a founder of the California Teen Project Against Drunk Driving and had been tapped to serve as student/youth liaison on the Orange County Alcoholism Advisory Board.

The diversity among faculty members, illustrated by these profiles, matched the diversity among participants. There was "somebody" on the faculty for "everyone" in the participant group.

As illustrated by a comparison of their characteristics (see Exhibit III-2, and Exhibit IV-1), the participant group and the faculty were very similar in major dimensions surveyed on the registration form. For instance, all members of the youth faculty were students as were the overwhelming majority of participants (320 of 324). As might be expected, a greater proportion of faculty members had had experience with organized social or service programs (42 of 44 versus 244 of 324 participants), but the percentages were high in both cases. Also as expected, faculty members tended to work longer hours then participants: the greatest number of them reported 31 to 40 hours of work a week, whereas participants' reports concentrated in the 11 to 20 hours per week range.

3. CHARACTERISTICS OF ADULTS ON THE FACULTY FOR THE 1984 NATIONAL CONFERENCE

The adult members of the faculty were not selected on a competitive basis; instead, they came to the conference as representatives of the featured programs or in association with the young people who were serving as faculty members at large. Adults associated with the eight groups of youth faculty held the following positions and engaged in the following relevant volunteer activities:

- **Arkansas (McDonalds)**—The Director of the Paragould Parks and Recreation Department, who cited involvement in the Greene County Volunteer Resource Council as Youth Project Co-Director, in Special Olympics, and in Teens Are Concerned, the presenting group from Arkansas. Also accompanying the Arkansas group was the McDonald's owner who helped Teens Are Concerned make connections among local business people. He cited involvement in volunteer programs associated with Kiwanis, the Junior Chamber of Commerce, church, and school.

EXHIBIT IV-1

CHARACTERISTICS OF YOUTH FACULTY FOR THE 1984 NATIONAL CONFERENCE

Student	**Non-Student**
44	0

Experience with organized service or social programs	**No experience with organized service or social programs**
42	2

Hours Work Per Week

1-10:	9
11-20:	10
21-30:	7
31-40:	16
No entry:	2

Type Of Business

Food	11
Farm	—
Construction	4
Retail	3
Information	—
Management	1
Service	5
Health	3
Other	13
No entry	4

Job Title

Skilled labor	5
Manual labor	1
Sales Clerk	2
Clerical Worker	3
Data Processor	—
Other Office Worker	1
Customer/Client Assistant	7
Other	18
No entry	7

- **California**—A mental health clinician employed by the Stanislaus County Department of Mental Health (the specialist in improvisational theater who trained the California youth faculty in improvisational techniques); in addition to her professional affiliations, she has been involved in SADD. The second adult faculty member from California is a project director employed by the Center for Human Development in Lafayette; he has worked for 12 years with nonprofit youth programs dealing with alcohol and drug abuse intervention/prevention and family crisis counseling.

- **Colorado**—The Director of the Mile High Council on Alcoholism, who also directs the Colorado Teen Institute.

- **Kansas (Jobs For Young Adults)**—The Executive Director of the Topeka Youth Project, the nonprofit corporation that established the Jobs for Young Adults Program, which was featured at the conference.

- **Florida (Burger King)**—A member of the Burger Corporation staff in Miami, who cited volunteer work with the RSVP program, United Way, and the Urban League. A Burger King franchise manager also accompanied the youth faculty from Florida; before entering the business world, he was employed in the service sector as the Human Relations Coordinator/Director at Florida International University's Cultural and Human Interaction Center and the Director of Supportive Services for the Minneapolis Street Academy.

- **Maryland (Job Corps)**—The Deputy Director of the Woodstock Job Corps Center.

- **Tennessee (Opryland)**—The Director of Personnel for Opryland USA whose volunteer service has included work at a runaway shelter and youth center.

- **Utah**—A social worker who provides counseling on alcohol and drug problems at a community crisis center.

These adults had a very difficult role to play: On the one hand, they were expected to serve on the faculty as equal members with youth, receiving the same training and undertaking the same tasks; on the other hand, they were expected to provide the young people with social and emotional support, if needed. Moreover, if they came from the business world, they were expected to lend a "business perspective" to the proceedings, advising participants of the techniques that might open commercial doors and the policies that would be needed to keep them open. If they came from the field of health and human services, they were expected to correct any myths being circulated and to supply any important information that participants might not be hearing. But in either case, they were to guard against taking over the proceedings.

4. PREPARATION OF THE YOUTH FACULTY*

Youth and adult faculty members were expected to run the entire conference, officiating at the opening ceremonies and then leading the sequence of small group sessions that constituted the core of the event. When they were interviewed for their jobs, the young people understood that, without exception, they would be required to:

- Facilitate peer and adult groups
- Lead group discussions
- Organize and perform skits
- Lead experiential learning activities
- Train participants in planning and implementation skills
- Train participants in prevention approaches and models
- Facilitate the development of youth/business plans
- Serve as role models to participants
- Assist youth participants and adult sponsors in developing their own presentations and skits
- Encourage participants to take part in optional evening activities

As evident from the preceding description of youth faculty members, few, if any, could have undertaken this entire list of tasks at the time they were selected for their conference positions. Accordingly, the Initiative staff had to prepare them for their roles and to support them throughout the conference. For this purpose, the following strategies were employed and measures taken, in sequence.

(1) Advance Materials For Youth Faculty—First Package

The first package of advance materials had two purposes: to prepare faculty for the preview meeting, which was to be held at the National 4-H Center, and to provide them with general information on the upcoming conference itself. Accordingly, these items were enclosed: a fact sheet on the preview meeting; an agenda for the preview meeting; and the entire package of materials sent to participants. (Using the same general information for faculty and participants not only saved time but also assured that faculty would know everything that participants were being told about the conference. Obviously, to gain this economy and assurance, the first participant package had to be drafted, if not mailed, before the first faculty package was issued.)

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* Adults were trained along with youth. How they operated during the period between the preview meeting and the conference depended on the relationship they had established with the young people from their State. All were encouraged to provide necessary support to youth faculty members, whatever that might be.

(2) Preview Meeting For The Conference Faculty

Emotional and social preparation as well as technical training are essential for the effective functioning of a youth faculty. It can be safely asserted that no youth-centered, youth-run, goal-oriented conference could possibly succeed if teenage faculty members were not assembled for these purposes some three to four weeks before the event.

The preview meeting for the 1984 Conference was conducted by members of the Initiative staff, all of whom have considerable experience as trainers and conference organizers as well as knowledge of alcohol problems and programs for preventing them. In effect, at the preview meeting, youth faculty members sat in the "same seats" that participants would be occupying; they were learning and doing the same things that participants would learn and do; and they were also learning how to go about leading the various sessions that constituted the instructional core of the conference. Members of the Initiative staff were not only instructors and leaders but also role models; the young people could not only learn something from them but also imitate and even improve upon their performance.

With all this in mind, the Initiative staff carefully designed the preview meeting to achieve the following objectives:

- **Acquaint Youth Faculty With The National 4-H Center—Their Conference Campus**—Held at the 4-H Center, the setting for the conference itself, the two-day preview meeting allowed faculty to become familiar with the facility and campus—the dorms, meeting rooms, assembly hall, cafeteria, etc.—where they soon would be operating. This was essential, for with their almost total responsibility for the conduct of conference sessions, faculty could ill afford any extra anxiety that might be awakened by unfamiliar surroundings. Moreover, once they arrived at the conference, there would be no time for a leisurely exploration of the Center; almost immediately, they would be faced with conference tasks—reviewing their presentations, preparing for small group sessions, assuring that their meeting rooms were adequately supplied, and so forth.

- **Create A Strong Sense Of Group Identity Among Youth On The Faculty**—Members of the youth faculty came to the preview meeting as individuals or as members of a work-related or program-related group, which might be rather loose, newly assembled, or well established. It was crucial that they leave the preview meeting only two days later with a very powerful sense of themselves as colleagues engaged in a common, vital enterprise.

  A number of techniques were used to effect this transformation. First, an accepting, non-competitive atmosphere was established, with no comparisons made between groups from different locations and no exercises pitting one group against another. Second, a great deal of time was spent explaining the process of the preview meeting itself and asserting that the young faculty members, however disparate their backgrounds and talents, would experience an incredible feeling of unity and mutual commitment before the preview meeting was over; the testimony of the young man who had served on the faculty the preceding year lent credibility to these emphatic assertions about what the young people could expect to feel after only two days of acquaintance. Third, youth from the same State or workplace were assigned to different faculty teams. For instance, for early sessions of the conference, one of the faculty teams included young people from Tennessee (Opryland), Maryland (Job Corps), Colorado, California, Arkansas (Teens Are Concerned), and Florida (Burger King); and during later sessions one of the faculty teams included youth from Tennessee (Opryland), Utah, Maryland (Job Corps), and California. By splintering State contingents in this way and creating working teams made up of strangers, the Initiative staff virtually guaranteed that these strangers would, as a matter of survival, become fast friends.

- **Solidify The Working Relationship Between The Initiative Staff And The Youth Faculty**—For the term of the conference, members of the Initiative staff would be surrogate leaders and parents for members of the youth faculty—the adults the young people would turn to at moments of uncertainty, fear, or elation. Although many of the young faculty members had had direct or telephone contact with the Initiative staff, the preview meeting was needed in part to solidify the relationship and to demonstrate how much support the young faculty members could expect to get form these people, all employees of a removed and sometimes maligned Federal Government. To create this trust, members of the Initiative staff made themselves totally accessible to youth on the faculty and encouraged them to call the Initiative Office collect after the preview meeting if they should have any doubts or questions.

- **Provide Conference Faculty With A Detailed Preview Of Up-To-Date Plans For The Content And Flow Of The Conference**—The first item on the agenda for the preview meeting was an explanation of the conference process. Throughout this overview, the young people were encouraged to ask questions and voice concerns, if they had any. Also, they were encouraged to recommend changes in the format, if they saw room for improvement.

- **Train The Faculty For Their Conference Roles, Giving Them Time To Begin Rehearsing These Roles**—All training was predicated on these repeated imperatives: "Think of yourselves as leaders and facilitators, not experts; use participants as resources and focus on their contributions and responses, not on whatever knowledge you may have accumulated." This said and understood, the training could begin. It involved a step-by-step explanation and exploration of all components of the upcoming conference, discussed in the order in which they would occur at the conference itself. By the end of the preview meeting, conference faculty were fully apprised of the structure and content of each conference component; the process, procedures, and approaches that could be employed in conducting each component; and their specific roles and responsibilities in each case. In addition, conference faculty had had time to practice their roles at various points during the preview meeting.

- **Give Program Presenters A Chance To Refine And Rehearse Their Performances**—The young people presenting programs had their performances at various states of readiness before the preview meeting. Members of the Initiative staff viewed these first attempts and helped the presenters to develop "acts" capable of instructing and entertaining an audience of more than 400. After this process of review and development, the presenters had a chance to rehearse their productions before an audience of their peers. At this time, too, the program presentations were videotaped so that presenters could study and improve their performances. The rehearsal also served to familiarize all faculty with the featured programs, which they would be expected to discuss with participants.

And so, the youth faculty left the preview meeting familiar with the surroundings in which they would operate four weeks later, acquainted with and, it seemed, committed to their peer colleagues, thoroughly versed in the substance and content of the upcoming conference, and somewhat skilled in the techniques they would be using to conduct group sessions. They were encouraged to relax in the month before the conference but also expected to review and practice their parts—develop leading questions for socratic group discussions; review the programs to be presented; re-read all other material distributed at the preview meeting; develop a repertoire of ice-breakers and warm-up exercises to be used before, during, and after group sessions; and practice the improvisational techniques they would be using during the first core session of the conference. Program presenters received a videotape of their performance to take home with them and all groups received a videotape of the skits to be presented at the "Awareness" session, as acted by faculty from California.

Faculty members also left the preview meeting with a detailed assignment sheet to help them remain clear on their responsibilities. The sheet listed all sessions, the activities associated with each session, who on each of the faculty teams was responsible for which of these activities, how long each activity was expected to take, and what materials would be used. Here it should be noted that the splintering of State contingents had an additional benefit besides encouraging a sense of broad group identity; it also allowed all or most members of a State contingent to undertake many of the same assignments. For instance, the "Approaches" session of the conference was to involve these activities: (1) tie-in with previous session and overview of this session; (2) warm-up exercise; (3) presentation of the prevention continuum; (4) applications of prevention continuum; and (5) introduction/tie-in to next session. Since they would be working on different teams at the conference, all faculty members from Arkansas might be assigned activity "1", all faculty from Florida might be assigned activity "2", all faculty from Colorado activity "3", and so on. Having the same conference assignments would allow faculty from the same State to work together more intensely, share ideas on approaches, and develop materials (e.g., flip charts) jointly. This arrangement provided them with the support they needed to persevere in their conference preparations.

(3) Second Package Of Advance Materials For Conference Faculty

This package of advance materials had three purposes: to maintain contact with conference faculty and let them know that members of the Initiative staff were concerned about their welfare as well as the progress they were making on their assignments; to give them the additional materials they would need to prepare for the conference; and to update their information on the conference in general. Accordingly, these items were enclosed: an agenda for the faculty meeting to be held one day before the conference itself; typed copies of the flip charts that were used by Initiative staff during the preview meeting and that youth faculty themselves would be copying and using to conduct similar sessions at the conference; team lists, identifying all members of each faculty team; a list of "brainstorming" rules and techniques; a copy of the second package of advance materials mailed to participants; and a second report on the 1983 Conference.

(4) Early Arrival And Refresher Work For Conference Faculty

Conference faculty were asked to gather at the 4-H Center one day before the conference to renew their collegial spirit, refresh their understanding of conference procedures, and practice their parts with other members of their assigned teams. The meeting included a session-by-session review of the conference, with emphasis on residual questions and concerns of faculty members.

(5) Notebooks Of Participant Registration Forms

To give youth faculty some sense of the groups they would be leading, the Initiative staff compiled notebooks of participant registration forms, by team. Each notebook, which team members shared, was divided into three sections: adult participants; youth participants with experience in alcohol abuse prevention programs or similar organized activities; and youth without significant program experience of any relevant kind. At their leisure, faculty could examine the registration forms, focusing on the descriptions of previous experience, the questions or concerns expressed, and the business realms and job categories indicated. The message of the notebooks was clear: "Participants as a group have a wealth of program experience; remember, you are not experts but facilitators; don't be threatened by the participants in your group but use them as a resource; turn the conference over to them as quickly and as often as possible, monitoring the content of discussions and planning sessions to assure that all important points are made and understood."

(6) Faculty Room

Throughout the conference—before, during, and after each session—members of the faculty joined members of the Initiative staff in a room reserved for this purpose. Here they could store their materials, unwind, ask questions, share observations with each other, continue to plan for upcoming sessions, and receive updates on the conference process, if any. This base was essential—a "home" for often tired, sometimes discouraged, but more often elated faculty members and a "communication station" for Initiative staff.

CHAPTER FIVE

STRUCTURE AND CONTENT OF THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

The core of the 1984 conference was composed of three sequential segments, each distinguished by the instructional methods that predominated and the grouping of participants that prevailed. Exhibit V-1 displays the major characteristics of each segment.

A few features of this structure should be emphasized before individual sessions are discussed.

- First, this goal-oriented conference had a clear beginning, middle, and end, necessitated by the problem-solving logic that was being pursued. The "narrative line" was simple: each session prepared participants for the session to follow and all three segments were connected by very strong instructional bridges.

- Second, the participants themselves took an increasingly active role in the process of their own learning. By the evening of the first full day of the conference, the event had been effectively "handed over" to participants. For the next day and a half, they worked with great independence in State and regional groups, driven by the knowledge that they were expected to submit action plans and State strategies before the end of the conference and, ultimately, to become presenters at the closing assembly of participants, faculty, and observers.

- The grouping of participants was predicated on the learning objectives to be accomplished during each session. Members of State delegations were purposely separated during early sessions so they could emerge from their State "cocoons" and gain the widest possible exposure to the ideas of delegates from across the country; but when participants started to use their new or expanded knowledge to develop their own plans, they were reunited with others from their delegation.

- Although not described in the following text, which highlights only substantive instructional activities, each session involved a great deal of "processing." Typically, faculty would open a session with a "tie-in," explaining how the session related to what had preceded and how it would prepare participants for subsequent work; each session typically concluded with a recital of what had been accomplished and a reminder of what was to be done next. In addition, faculty liberally injected "ice-breakers" (games designed to increase participants' level of social comfort) and "warm-ups" (physical games designed to energize participants) into the proceedings.

The remainder of this chapter describes all major sessions of the 1984 conference, concentrating on learning objectives and instructional approaches in each case.

EXHIBIT V-1

SESSION		GROUPING OF PARTICIPANTS	INSTRUCTIONAL APPROACHES
SEGMENT I			
I(1)	Awareness/ Exploration Of The Problem Of Alcohol Abuse Among Working Teens	State delegations split; delegates randomly assigned to one of seven groups composed of 60 or more participants and facilitated by eight faculty members--six youth and two adults.	Dramatic* Socratic*
I(2)	Approaches To The Problem Of Alcohol Abuse Among Working Teens/I	As in I(1)	Didactic* Socratic
I(3)	Program Presentations	All delegates, faculty, and observers assembled in one large auditorium	Dramatic Didactic
I(4)	Approaches To The Problem Of Alcohol Abuse Among Working Teens/II	As in I(1)	Socratic Skill-Building*
SEGMENT II			
II(1)	Action Planning/ Phase I	Participants were reunited with others from their State. Four State delegations, all from the same region of the country, were grouped together in one of 13 meeting rooms. Three or four youth members of the faculty and one adult member were assigned to each of these rooms.	Skill-Building Socratic
II(2)	Skills	As in II(1)	Skill-Building Socratic
II(3)	Action Planning/ Phase II	As in II(1)	Skill-Building
II(4)	Regional Report And Skit Preparation	As in II(1)	Skill-Building
SEGMENT III			
	Regional Reports And Skits	All delegates, faculty, and observers assembled in one large auditorium	Dramatic Reportorial*

* Dramatic instruction involves the presentation of skits or improvisations designed to spark ideas and awareness in viewers; socratic instruction involves open group discussion facilitated by a leader; didactic instruction takes the form of lectures; skill-building instruction allows participants to build skills through structured learning experiences; and reportorial instruction provides an audience with information on recently occurring events or new products.

1. SEGMENT ONE: EXPLORING ALCOHOL PROBLEMS AND SOLUTIONS

As illustrated on Exhibit V-1, the first segment of the national conference included four sessions: (1) Awareness/Exploration of the Problem of Teenage Alcohol Abuse, with Emphasis on Drinking and Driving; (2) Approaches to the Problem/I; (3) Program Presentations; and (4) Approaches to the Problem/II. For sessions one, two, and four, members of the same delegation were separated, all randomly assigned to one of seven groups composed of some 60 participants and facilitated by eight faculty members—six teens and two adults. For the program presentations, all delegates were assembled in one large auditorium.

The thrust of this segment was exploration: exploring alcohol-related problems and exploring solutions to these problems. During this exploration, participants were processing and absorbing as well as sharing ideas. And for those who came to the conference with no prior knowledge of alcohol abuse, the burden of learning was great, whereas those already familiar with the subject were challenged to contribute all they knew and to keep their minds constantly open to fresh perspectives.

Segment One involved equal measures of three instructional approaches—dramatic, socratic, and didactic and ended with a skill-building exercise.

(1) Awareness/Exploration Of The Problem Of Alcohol Abuse Among Working Teens

Objectives: To explore the nature and extent of alcohol abuse and drinking and driving among teens, with emphasis on teens in the workplace. Participants were expected to leave this session with heightened awareness of what makes young people particularly vulnerable to alcohol abuse and what features of the workplace increase this vulnerability.

Instructional Approaches: At this point, participants were still unfamiliar with the environment and each other. Under these circumstances, it was assumed, many would be reluctant to express themselves freely. Moreover, conference planners wanted the opening instructional session to be refreshingly different in format from a standard high school or college class. Accordingly, they decided to use dramatic and socratic approaches in tandem, rather than rely entirely on a socratic discussion of the problem.

The eight faculty members in each room presented a series of four skits; after each skit, one or two faculty members led a discussion of what had been seen, perceived, and experienced. As suggested, the idea behind this format was to prompt even reluctant participants to think and share their ideas. With a skit as "grist," they would have an easier time doing so. Moreover, as viewers and interpreters of skits, experienced and inexperienced participants would be on equal footing. All would be talking about their responses to the same presentation, not about what they had learned or done "back home." Nobody had **the** answer or **the** interpretation, not even the faculty; all responses would be accepted and registered.

Most important, the skits themselves were carefully designed to defeat any pat, know-it-all attitudes. An opening up of the mind, a sense of humility at the power and endless complexity of familiar situations—these were the goals of the four improvisations presented to participants. The formats for these improvisations were as follows:

- **The Drug Machine**—This well-known improvisational format is entirely nonverbal. Players build a machine, using their own bodies as parts. Assuming a stone face, the first player starts the action by initiating and repeating a highly mechanical movement; the second player, also stone-faced, links up with the first and repeats a complementary mechanical movement. And so the machine is created—by all players but one. The remaining player connects with the machine not as a part of the whole but as a person driven to drink by an implacable mechanical force. The action continues for some time before the players freeze in place.

- **Attitude Peel Off**—The players line up one behind the other, facing the audience. The first presents a soliloquy of what he feels, knows, has seen, or has heard about alcohol, expressing a decidedly negative or positive attitude toward teenage drinking; when finished, the first player moves (peels off) to the end of the line. The second player then speaks and takes a clearly different stance, being negative if the first has been positive or positive if the first has been negative. And so it goes, down a line of some seven or eight players. When the first player reappears at the head of the line, he presents a second soliloquy, opposite in tenor from his first. This "attitude reversal" continues down the line of players. After they have said their second pieces, they position themselves in a "stage-bow" row, all facing the audience. Again, they speak in series, but this time one after another makes negative comments about alcohol and proposes some healthy alternative—all, that is, except the last. In a plaintive tone, this player expresses a powerful emotional or social bind that can lead a teenager to drink, even one who knows better: "But if I don't drink, I'll have no place to go Friday night, I'll be alone." And so the skit ends.

- **I'm In Control**—One player moves to stage center, faces the audience and proceeds to recount his drug-taking history As he describes his first drug romance, one of the other players emerges and grabs an arm or leg of the drug user. When the second drug of choice is eulogized, another player steps forward to grab a second portion of the user's body. But the user goes on describing his drugs, starting each description with blissful praise, slowly winding down to an expression of mild dissatisfaction with the drug's ultimate effects, and then lilting up again to praise a new drug in his pharmacopeia. Throughout this performance, the user remains totally unaware of his shackles, even as they bind more and more of his body. Finally, at the height of the very last song of praise, when the user expresses joy in alcohol and confidence that he is in control of its effects, the ultimate constrainer steps forward, throws an arm around the user's neck, grips tightly, and thrusts the user's face to the ground, the user intoning all the while.

- **The Drunk Driving Symphony**—The wordiest of all four improvisations, the "symphony" involves a central character—a teenager picked up for drunk driving—the girl's mother, father, housekeeper, friends, and the arresting officer. In their early conversation, all betray a great capacity for denial, rationalization, and/or collusion—except the arresting officer. This symphony is conducted by a director who stands before the group of players, calling for one after another to express an attitude or a response, to make a comment or a rejoinder. At times the conductor motions for all to raise their voices in a crescendo of miscommunication and self-deceit. Slowly, as the facts emerge, first the arrested teen and then the others express some recognition of reality only to retreat to self-deceit. Despite these undertones of truth, the symphony ends on a cacaphonous crescendo of repeated misunderstandings and new levels of self-deceit.

With these skits, the faculty succeeded in setting the tone for the entire conference. The skits all said: "Let's explore together, nobody has the last word, there are no right or easy answers."

Beyond their effectiveness as instructional tools, these skits had great value in preparing conference participants for subsequent work as alcohol abuse prevention specialists. Young viewers recognized the skits as readily adaptable elements for their own prevention programs. They saw immediately that, with a little practice, they could present similar skits to promote awareness and understanding of teenage alcohol problems among their peers at the workplace.

No attempt was made to record the discussion after each skit; however, the ideas exchanged during these discussions are reflected in the action plans later produced by conference participants (see Chapter VII). Among problems cited in these plans are: scarcity of employee assistance programs (EAPs) for teens; reduced productivity; absenteeism, tardiness, and lack of courtesy associated with alcohol consumption before, during, and after work; lack of alcohol-free recreational activities, especially for working teens with schedules skewed to late-night hours; misinformation, half-truths, and myths about the dangers of drinking and driving; low morale among working teens; lack of awareness or concern on the part of employers; poor role models at the workplace; use of alcohol to gain acceptance, popularity; lack of long-term goals among working teens; intoxication among customers, particularly at drive-through windows and bingo games; and general acceptance of alcohol abuse and drinking and driving in all segments of society.

(2) Approaches To The Problem Of Alcohol Abuse Among Working Teens—I

Objectives: To provide participants with a conceptual framework for their subsequent planning activities. Participants were expected to gain an understanding of the "prevention continuum," i.e., the sequence of approaches commonly used to address alcohol problems at varying levels of severity.

Instructional Approaches: This was the most didactic of all conference sessions. Since so much was expected of participants in so short a time, the Initiative staff felt it would be helpful for the young people to possess a conceptual framework for organizing their thinking about solutions to teenage alcohol abuse and related problems. Common terms not only would encourage them to focus their discussion of program plans and State strategies but also would lend consistency to these products, thus facilitating analysis.

Accordingly, much of this session was devoted to a lecture on the "prevention continuum," which was defined as including the following four modalities:

- **Information** approaches involve the distribution of accurate and objective facts and information through a variety of possible media and mechanisms: bumper stickers, pamphlets, radio/TV spots, seminars, lectures, etc. Facts and information of this kind may be effective measures of prevention for young people who have never used alcohol or for those who have used it only once. Freshly presented or newly discovered information about alcohol may even help alter the drinking patterns of teens who are experimenting with alcohol, who use it frequently, or who make it an integral part of their lives.

- **Education** builds skills through structured learning experiences. For instance, increased self-awareness and improved decision-making, problem-solving, communication, and relaxation all may help a young person avoid alcohol abuse and drinking and driving. Although educational approaches are keyed mainly to those who have never used alcohol, who have used it only once, or who experiment with the substance, even teens who are frequent or entrenched users may profit from skill-building experiences, which must be timed appropriately for them and often provided in conjunction with other remedies.

- **Alternatives** are constructive activities that help people stretch their limits and grow as opposed to alcohol abuse, which narrows possibilities and consumes life. As conceptualized in "Teen Involvement for Drug Abuse Prevention," a program promoted by the National Institute on Drug Abuse, alternatives satisfy basic human needs in a positive manner: physical needs may be satisfied by athletics, dance, exercise, diet programs, outdoor work; the need for a sense of social worth may be satisfied through service activities, community action, volunteer work with children, the poor, or the handicapped; intellectual needs may be satisfied by reading, discussion, creative games and puzzles; interpersonal needs may be satisfied through club activities, mixers, relationship building courses. Non-users, one-time users, experimenters, and even frequent users of alcohol can benefit from contructive alternatives. Young people who have already made alcohol an integral part of their lives generally need some form of direct assistance (intervention) before they can begin engaging in constructive alternatives.

- **Intervention** provides specific assistance and support for those who are at high risk of damaging themselves through alcohol use or abuse. Employee assistance programs, anti-drinking and driving programs, safe-ride services, individual counseling, and peer support groups are examples.

During and after the presentation of these approaches, faculty solicited examples from participants and urged them to ask any questions they might have about the prevention continuum.

The session on approaches ended with a mini-lecture on the programs that were to be presented at the assembly immediately following.

(3) Program Presentations

Objectives: To expose participants to six work-related programs for preventing alcohol abuse, five of them directed specifically at teens; to provide participants with role models and ideas for making similar presentations once they returned to their communities and began establishing work-related programs or extending their existing programs to the workplace. Participants were expected to leave this assembly with an enriched notion of how different approaches to the prevention of alcohol abuse and drinking and driving might be combined by a single program.

Instructional Approaches: Most of the program presentations involved a mixture of didactic and dramatic segments. Whatever their approach, presenters made certain to convey in clear terms: program goals, objectives, activities, membership, organizational structure, staffing, activities, and, if possible, results. In all cases, the involvement of business was highlighted.

Note: Profiles of the six programs presented at the conference appear in Chapter VI of this Report.

(4) Approaches To The Problem Of Alcohol Abuse Among Working Teens—II

Objectives: To deepen participants' understanding of "information," "education," "alternatives," and "intervention" as approaches to the prevention of alcohol abuse; specifically, to help them understand how, when, where, for whom, and under what conditions each approach might be useful.

Instructional Approaches: Socratic and skill-building approaches were used to deepen participants' understanding of the prevention continuum. For instance:

- Under the direction of faculty, the 60 or so participants in each room worked together to articulate a number of sample **information** programs. For this purpose, they:

    - Identified what information they wanted to convey

    - Identified their primary and secondary audiences

    - Selected media to be employed, with consideration of cost as well as presumed effectiveness

    - Determined the most appropriate and promising timing for their campaign

    For instance, information on the economic losses associated with alcohol abuse might be incorporated in the orientation programs offered by a business employing large numbers of teens; slide presentations, pamphlets, and employee manuals might be used to convey this information; finally, these messages could be reinforced at periodic in-service training programs.

- Appropriately, the **educational** approach was explored actively, through a structured learning experience. Faculty were free to conduct one or more small group exercises. For example, the group of 60 participants could be subdivided to explore individual responses to certain "what if" situations; e.g., "what if you had five years to live, how would you choose to spend the time; if you had one year; six months; six weeks; one day?" Through this exercise, participants became more aware of their own generally unspoken values. Or, participants could be asked to group themselves in different corners of the room, depending on certain fanciful conceptions of themselves, e.g., those who thought of themselves as Cadillacs in one corner, Volkswagens in another, buses in a third, and so on. Once in their groups, participants would discuss the reasons for their self-designations, thus becoming more aware of their self-concepts and the implications of the same. After each group exercise, members of the faculty engaged all participants in a discussion of the educational experiences they had just had. It was emphasized that the exercises were only examples or pieces of what might be done in a fully developed education program; further, participants were advised that they would need expert assistance to develop a sound education program for their peers.

- Brainstorming was used to enlarge participants' understanding of **alternatives** to alcohol abuse. Members of the group were asked to supply in rapid fire reasons that teenagers use alcohol. All ideas were recorded as offered, none criticized or questioned. After a lengthy list had been developed, participants were asked to consider each reason for teenage drinking and to suggest a constructive alternative. For instance, to relieve stress, teens might try tested relaxation techniques rather than drinking; to gain a sense of belonging, they might establish alcohol abuse prevention programs rather than throw keg parties; to get "high," they might try some challenging physical feat, and so on.

- **Intervention** was perhaps the most difficult approach to explore. A socratic method was used in most groups, with discussion focusing on: (1) the characteristics of teenagers who need specific assistance and support for their alcohol problems; (2) signals that suggest when the "time is right" for intervention; and (3) appropriate forms of peer intervention, e.g., hotlines, peer counseling and referral, safe-ride services, or peer support groups.

After all four approaches had been explored in these ways, participants completed an application exercise in which they conceptualized a sequence of approaches to address the following hypothetical, alcohol-related problems associated with the business world:

- You and your younger sister have been working at Lenny's Super Foodmarket for two months. The manager, in his mid-twenties, cuts a rather dashing figure. He often comes to work and brags about his exploits, particularly his drinking. What influence could his behavior have on your sister and the other teens who work for him? What can be done at this worksite and other Lenny's stores to counteract such influences?

- Mr. Jordan, the owner of a local fast food restaurant, has become very concerned about the drunk driving problem since his niece was killed in an alcohol-related traffic accident. His late shift crew reports that a substantial number of seemingly intoxicated drivers come through the drive-thru between 11:00 p.m. and 2:00 a.m. Mr. Jordan feels he should be able to do something, but he is not sure what to do. What could Mr. Jordan do? What other people, groups, businesses could he involve?

- As a summer employee of Evans Construction Company, you notice some behavior among the workers that concerns you. The lunch break every day involves a run to the liquor store to purchase a case of beer for lunch. You feel very lucky to have such a good job but you're concerned for your safety and the safety of others on the site. What can be done about this problem? How could it be prevented at other worksites?

- Your youth team has been approached by the administration of a local company for advice on how to reach employees' families. Company officials feel that the health and happiness of employees' families positively influences productivity. Alcohol abuse among children of employees is, on the other hand, particularly damaging to morale. How could your youth group prevent or reduce alcohol problems among these young people?

Working on one of these problems in groups of 15 or so, participants were to identify: (1) the goal to be accomplished; (2) the best approach or combination of approaches for accomplishing this goal; and (3) the individuals, groups, agencies, and businesses that would be involved. Each small group then reported out to the larger group, receiving comments and defending the position taken.

The concluding exercise was designed to summarize all the learning accomplished at the conference to that point and also to serve as practice for the next segment of the conference, devoted to the planning of real programs for the workplaces, communities, and States of conference participants.

2. SEGMENT TWO: DEVELOPING WORK-RELATED ACTION PLANS AND STATE STRATEGIES

The second segment of the conference also included four sessions: (1) Action Planning Phase I; (2) Skills; (3) Action Planning Phase II; and (4) Regional Report and Regional Skit Preparation. For all sessions of this segment, members of the same State delegation were reunited and together began a series of skill-building exercises alternating with socratic group discussions. In other words, participants were no longer absorbing and processing information, at least not primarily; instead, they were devising their own approaches, exchanging ideas directly, refining their prevention plans and strategies, and, finally, developing regional reports and skits. Faculty served as troubleshooters, coaches, and "cheerleaders" for these sessions. Delegations were grouped four to a room, all four from the same region of the country.

(1) Action Planning Phase I

Objectives: To renew and deepen a sense of team membership in delegates from the same State; to help delegations work together effectively; to allow delegations to carry on their own discussions of the particular alcohol problems they have observed at their workplaces and in their communities; and to encourage participants to begin thinking about specific approaches to these problems.

Instructional Approaches: At this point, the conference was effectively turned over to participants. Skill-building exercises and activities alternated with summary group discussions. Specifically:

- A team building exercise inaugurated the reunion of State delegations. Each delegation of eight received five envelopes containing the mismatched pieces to five puzzles that the group held in joint. Five delegates held pieces and the remaining three observed and monitored to assure compliance with the rules. To complete the five puzzles, players could receive pieces from or offer pieces to fellow players. But nobody could request a needed piece. After all five puzzles had been completed, participants discussed the feelings they experienced during the exercise--how they felt when the other players recognized or failed to recognize their needs; how they felt when they recognized or failed to recognize other players' needs; and, finally, what all these feelings suggested about the meaning of team work.
- Next, members of State delegations took time to share the experiences they had had at the conference up to this point and to compare their responses: What had they seen, heard, learned?
- To conclude this session, delegates began identifying the problems they wanted to address in their own work-related action plans and exploring the approaches they might take. For this purpose, delegations composed of young people from different types of workplaces or different communities could break into smaller "planning" groups, and in some cases a delegate might work alone.

During each of these activities, the three faculty members assigned to the room "floated," available to answer questions and also alert to common problems, themes, accomplishments, and so on. After each activity, the faculty led a summary discussion, raising common issues and soliciting informal status reports from the delegations. Participants left this session primed to start on their plans but still concerned about their capacity to set their approaches down in specific terms.

(2) Skills

Objectives: To familiarize participants with the skills needed to **plan, implement**, and maintain alcohol abuse and drunk driving deterrence programs for employed youth; to help participants anticipate the obstacles that might impede program planning, implementation, and maintenance and devise strategies for overcoming them. Participants were expected to leave this session with expanded confidence in their capacity to become program architects and leaders.

Instructional Approaches: Socratic and skill-building approaches dominated this session.

- First, seated in planning groups (as delegations or subgroups of delegations) participants began to study and discuss the action planning worksheet they were to complete during the subsequent session. As illustrated on Exhibit V-2, the form requires a problem description, a goal statement, a description of the approach(es) proposed to solve the problem, and finally a detailed summary of planned activities, indicating: (1) start date; (2) completion date; (3) resources needed—people, money, materials/other; (4) lead person; and (5) missing resources with possible resolution. After examining the form, delegates joined in a faculty-led discussion to assure that they understood what was required. Many groups needed to be reminded that their focus was to be on the workplace; this was especially true of delegations including two or more young people from the same school (their temptation was to draft school-based plans). Finally, many participants wanted to be assured that they need not immediately supply all details requested on the planning form.

- A fanciful learning experience introduced the consideration of obstacles to program implementation. Designed to diminish anxiety and raise confidence, the exercise was predicated on this premise: World economies and environments are being overwhelmed by a glut of m&ms; unfortunately, for a variety of reasons, these particular m&ms cannot be used for food. The job of participants was to generate as many uses for the m&ms as possible (e.g., use them to fill potholes, to build bridges in the arctic, to mark ski trails, to paint the tundra, and so forth). In this way, participants were loosened up for the more serious activity of anticipating obstacles to implementation and "brainstorming" solutions for overcoming or bypassing them.

- A full-group (60-or-so-participant) brainstorming session was also used to help participants appreciate the importance of measures for maintaining their programs, once implemented. Organization, regular meetings, good recordkeeping, publicity, reconsideration of goals, in-service training opportunities, recreational events, outreach, realism, flexibility, and evaluation were among the measures and postures suggested.

(3) Action Planning Phase II

Objectives: To complete action plans for specific workplaces; to complete strategies for the prevention of teenage alcohol abuse/drinking and driving statewide, with emphasis on the workplace.

Instructional Approaches: Working first as delegations or subgroups of delegations, participants completed action plans for workplace-based or work-related prevention programs. Faculty circulated throughout this process, providing groups with assistance as needed. (Note: See Chapter VII of this report for a summary of work-related action plans.)

EXHIBIT V-2

ACTION PLANNING
WORKSHEET

1. Problem Description:

2. Goal:

3. Approach(es)

ACTIVITIES	START DATE	COMPLETE DATE	NUMBER OF PERSONS	MONEY	OTHER/ MATERIAL	LEAD PERSON	MISSING RESOURCES	POSSIBLE SOLUTIONS

After completing work-related plans, State delegations began to devise their strategies for promoting alcohol abuse/drunk driving deterrence programs statewide. Most delegations also used the action planning format (Exhibit V-2) for drafting their State strategies. (Note: See Chapter VIII for a summary of State strategies.)

(4) Regional Report And Skit Preparation

Objectives: To provide State delegations with the opportunity to share their statewide prevention strategies with other delegations from their region; to summarize State strategies in the form of a "regional report," which was to be presented before the entire assembly of participants on the following day; and to plan and practice a skit highlighting an alcohol-related issue of special concern to all delegations in the region, which was also to be presented at the concluding assembly.

Instructional Approaches: During this session, delegations worked together as regional teams—13 teams in all, each composed of four State delegations.

- First, they shared and discussed their strategies.
- Next, they elected one youth participant to serve as a regional reporter, responsible for summarizing the strategies devised by States in his/her region and then presenting this regional report at the closing assembly. For this purpose, the reporter received copies of all four State strategies and advice about organizing his/her report, which was to identify the States in the region, the problems to be addressed, the approaches proposed, the obstacles anticipated, and the businesses to be involved.
- Participants then discussed the issues that appeared most pressing to them, selecting one issue to be featured in a regional skit, which they would present at the closing ceremony in conjunction with the regional report.
- Finally, they conceived and practiced their regional skit, involving as many people as possible.

So ended the second segment and second full day of the conference, which had been devoted to creative exercises and the practice of upcoming performances.

3. SEGMENT THREE: PRESENTING REGIONAL REPORTS AND SKITS

For the third segment of the conference, all delegations were assembled in one large auditorium to view each others' regional skits and hear each others' regional reports. This was the crowning hour for all participants as well as all members of the faculty.

Objectives: To provide all delegations with the opportunity to share their conference products with the entire assembly of participants; to provide participants with information on all work-related action plans and State strategies produced at the conference; to provide participants with an opportunity to present skits before a large audience of their peers.

Instructional/Learning Approaches: Three approaches were at play during this gathering: dramatic, for those delegations watching a skit at any given time; skill-building for those presenting a skit or delivering a regional report; and what we might call information-gathering for those listening to reports. Of course, the tone throughout was highly inspirational; and that tone and the enthusiasm it engendered were more important than any particular learning that might have taken place during this highly-charged closing assembly.

4. MOTIVATIONAL ELEMENTS OF THE 1984 NATIONAL CONFERENCE

In preparing for a conference that will demand unusual effort from participants as well as faculty, great care must be taken with the pacing and design of all elements—breaks, snacks, entertainments, and ceremonies as well as instructional sessions. Exhibit V-2 duplicates the agenda for the 1984 National Conference. As reflected on the exhibit, the solid blocks of instructional sequences were relieved by other events and activities. Of most interest here are those events, activities, and measures that were designed and motivate participants to work intensely during all instructional sessions and to continue their work at home, after the conference. The following paragraphs describe these elements, some of which appear as separate items on the agenda and some of which have been mentioned previously.

- **Presence Of A Youth Participant And A Youth Faculty Member From The Preceding Year**—These two individuals represented the ultimate in prospects for 1984 youth faculty and participants. Their presence conveyed a clear message: "Work hard, like these 1983 graduates, and you too may be invited to attend subsequent conferences and activities, if not at the national than at the county, city, or State level."

- **Distribution Of Reports ("Communicators") On The Progress Made By Graduates Of The 1983 Conference**—The "Communicators" are very attractive newsletter-type reports, complete with pictures and other illustrations. Included in the packages of advance material mailed to participants and faculty, their message was also clear: "It is possible for teenagers just like you to succeed in implementing ambitious alcohol abuse prevention and drunk driving deterrence projects in a very short time."

EXHIBIT V-3(1)

AGENDA

1984 YOUTH CONFERENCE ON DRINKING & DRIVING

FRIDAY: APRIL 27

P.M.

3:00-5:00	REGISTRATION
5:00-6:00	OPENING CEREMONIES
6:00-7:00	DINNER
* 7:15-8:15	AWARENESS/EXPLORATION OF THE PROBLEM
8:15-9:00	NETWORKING/SNACKS
9:00	DANCE/TALENT SHOW

SATURDAY: APRIL 28

A.M.

7:00-8:00	BREAKFAST
* 8:15-9:15	AWARENESS/EXPLORATION OF THE PROBLEM (cont'd)
* 9:15-10:00	APPROACHES TO THE PROBLEM I
10:00-10:30	BREAK
* 10:30-12:15	PROGRAM PRESENTATIONS

P.M.

12:15-1:00	LUNCH
1:05-2:25	AWARDS CEREMONY WITH DEPARTMENT OF HEALTH AND HUMAN SERVICES SECRETARY MARGARET HECKLER
* 2:25-2:45	PROGRAM PRESENTATION
2:45-3:00	BREAK
* 3:00-5:30	APPROACHES TO THE PROBLEM II
6:00-7:00	DINNER
* 7:15-8:30	ACTION PLANNING PHASE I
9:00	DANCE

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* This component of the conference is described in the "Annotated Summary of Major Conference Components," included after Tab B.

EXHIBIT V-3(2)

SUNDAY: APRIL 29

A.M.

7:00-8:00	BREAKFAST
8:00-9:00	ECUMENICAL SERVICE
9:00-Noon	BUS TOUR OF WASHINGTON

P.M.

Noon-1:00	LUNCH
* 1:15-3:15	SKILLS
3:15-3:30	BREAK
* 3:30-5:30	ACTION PLANNING PHASE II
6:00-7:00	DINNER
* 7:15-9:15	REGIONAL REPORT AND REGIONAL SKIT PREPARATION
9:15	OPEN

MONDAY: APRIL 30

A.M.

7:00-8:00	BREAKFAST
* 8:30-10:45	REGIONAL REPORTS AND REGIONAL SKITS
11:00-12:00	CLOSING CEREMONIES
12:00	LUNCH AVAILABLE

BE IN THE DRIVER'S SEAT

- **Opening Ceremonies**—In addition to serving functional purposes (i.e., orientation and introductions), the opening ceremonies provided the occasion for inspirational words from the Director of the Initiative and the Acting Administrator of the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA), and a rousing description of the 1983 Conference and its results.

- **Awards Ceremony**—This ceremony was entirely motivational. Mr. Robert Trachtenberg, the Acting Administrator or ADAMHA, presented "Secretary's Distinguished Volunteer Service Awards" to the following people:

    - **James Burke, Chairman, Johnson & Johnson:** In recognition of your comprehensive LIVE FOR LIFE program, which serves as a model of corporate responsibility for the health and welfare of employees. Your concerted effort and foresight over the past several years have improved the overall health status of your employees and their families, rapidly leading you toward the goal of "the healthiest work force in the world."

    - **Don Lu:** In recognition of your substained leadership and commitment to reducing the pain, injury, and death caused by teenagers' abuse of alcohol and other drugs, as demonstrated by your involvement in the Secretary of Health and Human Services' Initiative on Teenage Alcohol Abuse, and your membership on the Orange County, California, Alcohol and Drug Advisory Council.

    - **Carl Olson:** In recognition of your substained leadership and commitment to reducing the pain, injury, and death caused by teenagers' abuse of alcohol and other drugs, as demonstrated by your involvement in the Secretary of Health and Human Services' Initiative on Teenage Alcohol Abuse, your appointment to the National Advisory Council on Alcohol Abuse and Alcoholism, and the dynamic contributions you have made to Students Against Driving Drunk (S.A.D.D.).

    - **John Stanczk, McDonald's Franchise Owner, Arkansas:** For your exemplary work, as a civic-minded businessman and McDonald's franchise owner, in recognizing the needs of your young employees and capitalizing on the potential contribution teens can make to resolving their own problems. Your support for the "Teens are Concerned" program and your employee training on various health risks, including alcohol abuse, should serve as models worthy of nationwide implementation.

    - **E. W. Wendell, President Opryland:** In recognition of Opryland's concern for its teenage work force as demonstrated by its Employee Assistance Program. Your sponsorship of supervisory and management training on mental health and alcohol and drug symptoms, and your willingness to provide positive alternatives in the form of Park-sponsored social activities bring alive your philosophy that employees are a valued resource. Youth who work for Opryland have the unique opportunity to grow as individuals and as employees.

- These awards inspired not only the young people in the audience but also adult participants and faculty representing the business community.

  Secretary Heckler's speech, which followed, was directed exclusively at the young people, who were presented with a dramatic portrait of the devastation caused by drinking and driving and a challenge to fight against this problem wherever and whenever possible, but especially among their peers at the workplace.*

- **Closing Ceremonies**—The participants provided their own inspiration at the closing ceremonies, where they read their regional reports and presented their regional skits before the entire assembly, all demonstrating how much had been accomplished in less than three full days and how much could be expected of the delegations after they returned home. In addition, to reinforce the message of Federal interest in their activities, Dr. William E. Mayer, former Administrator of ADAMHA, spoke to the assembly, recounting his early exposure to alcohol problems at the workplace and his current exposure to the problem as the parent of a freshman college student, then describing his support for the Initiative as a Federal executive and the support that 1984 conference graduates can expect to receive from all levels of DHHS.

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* Appendix G includes excerpts from the Secretary's speech.

CHAPTER SIX

SIX PROGRAMS FEATURED AT THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

The six programs selected for presentation at the 1984 National Conference for Youth on Drinking and Driving are all linked to the business world; and five of the six are centered on youth.

- Top management at Opryland supported the development of an Employee Assistance Program (EAP), which now provides the company's 2,500 to 2,800 young seasonal workers with counseling, referral to mental health and substance abuse treatment agencies, health promotion or "wellness" workshops, and self-development workshops. Experience with the EAP supports Opryland's assumption that the emotional, physical, and educational well-being of employees is truly a "bottom-line" consideration—cost-effective in the long run.

- In Paragould, Arkansas, one businessman in particular has provided strong support to a fledgling teen-run alcohol and drug abuse prevention program. The counseling and educational activities of "Teens Are Concerned" are being promoted by a local McDonald's franchise owner who has invited the young people to counsel his own employees, encouraged other employers of young people to take advantage of the group's services, and solicited financial backing at the national as well as local level.

- Although Johnson & Johnson's LIVE FOR LIFE program is not centered on youth, it does extend to the families of the company's employees worldwide and provides the model for a fully developed health promotion/disease prevention program at the workplace. Like Opryland's EAP, LIVE FOR LIFE demonstrates that corporate assumption of responsibility for the well-being of employees is not only laudable but also cost-effective.

- Woodstock Center, a residential Job Corps program in Maryland, has a seven-point project for preventing drug and alcohol abuse among its 530 student-trainees. Most of the "round-the-clock" measures employed take the form of positive peer pressure and peer support. In addition, the employers of Job Corps students are encouraged to promote the Center's "Just Say No" program at the workplace in all possible ways.

- Jobs for Young Adults (JYA) in Topeka, Kansas, promotes job-seeking and job-keeping skills as antidotes to the low self-esteem and depression that often lead to youthful alcohol abuse. Workshops are offered to prepare young people for successful entry into the job market and to train young supervisors in management skills.

- Burger King/Florida Region came to the conference as a company eager to engage in prevention activities and equipped with the resources needed to do so. In effect, the young people and adults from Burger King represented "exemplary" participants, just a few steps ahead of other work-linked delegations in the planning of prevention activities.

These six programs are profiled in the following pages.

1. OPRYLAND

(1) Background And Philosophy

Opryland is a unique workplace in many respects. During peak season, the company employs between 2,500 and 2,800 teenagers and young adults who must work closely with one another in the musical theme park and other Opryland operations. These talented, enthusiastic young people are, in fact, one of Opryland's major attractions to the public, and so the company has come to see its seasonal employees as an invaluable resource, worth nurturing.

Opryland's management believes that personal problems, left unattended, can significantly reduce an employee's productivity. Further, a non-caring attitude on the part of supervisors and fellow workers can adversely affect the employee's morale and dedication, adding to his emotional burden. Opryland does not view a troubled employee as a replaceable commodity—a "throwaway." Instead, Opryland's executives and managers believe that counseling is in order for such an employee and that the availability of counseling through company auspices helps attract good workers, encourages their longevity on the job, and reduces down time associated with stress.

In June 1981, a combination of circumstances led Opryland's personnel department to recognize the need for a more structured and professional approach to employees with personal problems. In response, and with encouragement from the company's top executives, the department established an Employee Assistance Program.

The Opryland EAP represents the corporation's acceptance of responsibility for responding to employees' personal needs. Opryland has recognized that the emotional, physical, and educational well-being of employees is truly a "bottom-line" consideration and that management's investment in this area is cost-effective in the long run.

(2) Structure And Services

Originally, Opryland's EAP provided two forms of help: (1) in-house crisis intervention and counseling, and (2) a referral system through which employees and their families could receive a wide range of services from mental health agencies in middle Tennessee.

In 1982, the EAP expanded to include a "wellness" component, which offers free medical screening and workshops on such health topics as "how to stop smoking," "weight control," and "cancer prevention."

In 1983, the program was broadened further to include "self-development." Employees may now participate in a variety of educational workshops from "preparation for obtaining a GED" to "career development."

Initially confined to Opryland Park itself, the EAP now includes employees in the Opryland Hotel and the Nashville Network.

(3) Staff And Staff Training

Opryland employs one full-time counselor, aided during peak season by interns in professional counseling programs at Vanderbilt University. The capacity of these personnel is extended by the training they provide to Opryland supervisors. For instance, casefinding is undertaken by supervisors trained to be alert to symptoms of emotional and personal distress in young workers—e.g., frequent sickness, intoxication on the job, low morale, or diminished productivity. Instructed by the counseling staff, supervisors come to understand that there may be a "problem behind the problem" with an employee's performance.

Further, Opryland's counselors rely on local mental health agencies for such services as family counseling and alcohol or drug abuse treatment. Thus the in-house staff and back-up agencies combined provide a complete network of services to deal with a wide range of employee problems.

(4) Referrals To The EAP

About 25 percent of the EAP's clients are referred by supervisors. As the program has grown, word-of-mouth has taken over and now about 75 percent of those counseled are self-referred or referred by a friend. At least one-third of all cases seen are directly related to alcohol or drug abuse.

(5) Results

In 1983, the EAP had an 8 percent penetration rate among young employees, indicating the need for services and the willingness of teenagers to participate. As demonstrated by the following findings, services appear to be effective in all reported cases. Thus:

- Some 88 percent of employees who received counseling improved their performance on the job.
- In 12 percent of the cases, performance returned to "pre-symptom" levels.
- In no reported case did performance decline after counseling.

The program's great success is linked to its credibility and to the strict confidentiality observed, the genuine professional services provided, and the availability of these services to seasonal as well as permanent employees. Perhaps most important, the program is entirely voluntary: Supervisors are trained to avoid linking the EAP to job security; under no circumstances are they to make counseling an "either...or" matter.

(6) Program Plans

Opryland hopes to implement a continuous training program to help supervisors improve their casefinding and referral skills; training of this kind would reduce the tendency of supervisors to "play doctor." The company also plans to offer group therapy or informal "rap sessions" on specific topics of interest to young workers, e.g., "drug and alcohol use," "living with alcoholic parents," and "coping with broken relationships."

2. McDONALD'S/PARAGOULD, ARKANSAS

(1) Background

In Paragould, Arkansas, young people and business leaders have joined in an effort to prevent alcohol and drug abuse among teens. "Teens Are Concerned" is an alcohol and drug abuse awareness program staffed by teen volunteers and supported by sponsors in the business community. Working under the auspices of the Greene County Volunteer Resource Council, the teens helped to draft a grant proposal to the Arkansas Department of Human Services, received an award of $9,000, and began to articulate their program. Forty interested teens aged 13 to 20 were trained in basic counseling techniques by professional counselors from the Graduate School of Social Work, University of Arkansas; the drug education coordinator for Malvern Public Schools in Hot Springs County; and the State Prevention/Training Coordinator from the Office of Alcohol and Drug Abuse Prevention, Arkansas Department of Human Services. Signs and symptoms of substance abuse and resources for assistance were also covered in training sessions.

Once trained, the young people set about educating local adults, who appeared to lack knowledge and understanding of alcohol and drug abuse among the young. The teens then extended their efforts to peer education and counseling. At a crucial point in the development of Teens are Concerned, John Stanczak, a local businessman, became engaged in the program, prompted by a general sense of civic responsibility and by very immediate concern for the numerous young people he employs at his McDonald's franchise operation.

Of interest here is the evolution of this businessman's involvement with the teen program.

(2) Activities

As a prime sponsor of "Teens are Concerned," Mr. Stanczak supports the group by:

- Inviting teen volunteers to counsel his employees on alcohol and drug abuse.
- Contacting other employers of youth and encouraging them to offer their employees similar counseling.
- Responding to inquiries about the group.
- Soliciting support from McDonald's Corporation and other sources.

3. JOHNSON & JOHNSON: LIVE FOR LIFE

(1) Background And Philosophy

Inaugurated in 1979, the Johnson & Johnson LIVE FOR LIFE Program is a comprehensive health promotion effort intended ultimately for Johnson & Johnson employees worldwide. The LIVE FOR LIFE Program is specifically designed to encourage employees to follow lifestyles that will result in good health. The program is based on these assumptions:

- That activities such as eating, exercise, smoking, and stress management contribute substantially to an individual's health status.
- That activities supporting good health can be successfully promoted at the workplace.

(2) Goals And Objectives

The LIVE FOR LIFE Program began with two primary goals:

- To provide the means for Johnson & Johnson employees to become among the healthiest in the world.
- To determine the degree to which the program is cost-effective.

Program objectives include improvements in nutrition, weight control, stress management, fitness, smoking cessation, and health knowledge. It is anticipated that such improvements will lead to positive changes in employee morale, relations with fellow employees, company perception, job satisfaction, and productivity as well as reductions in absenteeism, accidents, medical claims, and total illness care costs.

LIVE FOR LIFE is primarily a service organization. Its mission is to provide Johnson & Johnson employees, their families, and the community with the direction and resources needed to achieve healthier lifestyles and contain illness care costs. LIVE FOR LIFE supplies participating Johnson & Johnson companies with the consulting expertise, training, core program components, professional services, and promotional materials necessary for program success. LIVE FOR LIFE staff are also responsible for program development and evaluation.

(3) Structure And Activities/Services

Responsibility for the LIVE FOR LIFE Program rests with LIVE FOR LIFE staff at the corporate level. As of December 1982, the LIVE FOR LIFE staff served about 16,000 employees in active programs at 22 Johnson & Johnson locations throughout the United States. By the end of 1985, LIVE FOR LIFE will be available to all Johnson & Johnson employees worldwide, approximately 75,000 in total.

It is important to recognize that Johnson & Johnson is a highly decentralized group of companies, each operating in a very independent fashion. Acceptance of and full commitment to LIVE FOR LIFE by a company's senior management is esssential to ensure the necessary investment of time and money.

When a company decides to accept and support the program, volunteer employee leaders are selected and trained to manage it. Working closely with the LIVE FOR LIFE staff, these employee leaders assume primary responsiblity for promoting good health practices among their fellow employees. Developing exercise facilities, improving the quality of food offered in the company cafeteria, and establishing a company smoking policy are examples of environmental changes undertaken by LIVE FOR LIFE leaders. Throughout the year, employee leaders also schedule and promote a comprehensive array of LIVE FOR LIFE activities. Such programs include a Health Screen that allows employees to examine how salutary their current lifestyles are, a Lifestyle Seminar that introduces employees to the LIVE FOR LIFE concept in depth, and a variety of lifestyle improvement programs.

One of these is "Decisions for Life," an alcohol awareness program focusing on common questions about the role of alcohol in our lives and our society. It involves the following five sessions:

- **Attitudes**—Offering insight into current thinking about alcohol consumption and exploring contemporary attitudes and behaviors with regard to alcohol. Participants learn a method for identifying values and setting priorities.

- **Facts (Mind)**—Presenting the effects of alcohol on the human body and information on sedatives, stimulants, and over-the-counter drugs. A game-show format adds to the relaxed, informal atmosphere of the session.

- **Behavior (Body)**—Emphasizing the body's reaction to alcohol. Other dependencies such as gambling, drugs, food, and work are also addressed. A relaxation exercise and fantasy journey provide insight for all participants.

- **Family (Connection)**—Examining the importance of nurturing a child's positive self-image, in the context of Erik Erikson's child development theory. Participants are provided with guidelines for youth and teen parties; finally, each participant chooses one activity to complete the session—a debate, role play, or discussion.

- **Alternatives**—Explaining in detail two programs offered by Johnson & Johnson: the full LIVE FOR LIFE Program (described in this profile) and the Employee Assistance Program, designed for employees with alcohol, drug, or mental health problems (or at high risk of developing such problems). In this final session, participants also explore ways and means of achieving a healthy lifestyle under these major headings: "mind," "body,"and "connection." A fantasy journey, "The Search," helps participants clarify their goals, bringing the group full circle. An enlightened examination of values and priorities is now possible.

All LIVE FOR LIFE activities, including "Decisions for Life," are integrated with established medical programs such as high blood pressure control and employee assistance.

(4) Results

A two-year epidemiological study has been conducted to evaluate the impact of LIVE FOR LIFE on a wide range of employee characteristics. These variables, which were collected annually, include **biometric** measures (e.g., blood lipids, blood pressure, body fat, weight, and estimated maximum oxygen uptake), **behavioral** measures (e.g., smoking, alcohol use, physical activity, nutrition, healthy heart behavior pattern, job performance, and human relations), and **attitudinal** measures (e.g., general well-being, job satisfacton, company perception, and health attitudes). Under a quasi-experimental design, four companies received the complete LIVE FOR LIFE Program, while five companies participated as "controls." Health and lifestyle information was collected through the Health Screen at all epidemiological sites at baseline and then at the end of years one and two.

Preliminary baseline-one year comparison data support the contention that the LIVE FOR LIFE Program is capable of producing significant improvements in the health and lifestyles of Johnson & Johnson employees.

Work is also underway to measure the cost-benefit of the program. Since Johnson & Johnson is self-insured for illness-care costs, any reductions in the number or dollar amounts of illness-care claims attributable to a positive health program are of considerable interest. Other potential measures include absenteeism, turnover rates, accident rates, and a host of employee and management attitudes toward themselves, their work, and one another. This study is considered a pioneering effort in an area where potential benefits have been difficult to measure with existing methods.

From its inception, LIVE FOR LIFE has been a multi-disciplinary effort involving professional assistance from a variety of scientific, academic, and commercial institutions; however, in the final analysis, it is the managers and employees of Johnson & Johnson companies who have carried major responsibility for its implementation and modification.

4. WOODSTOCK CENTER'S "JUST SAY NO" PROGRAM

(1) Background And Philosophy

The Woodstock Job Corps Center, located in Woodstock, Maryland, is a residential vocational training and basic education program for some 530 students. The Center is operated by the RCA Service Company under contract with the Department of Labor.

In December 1983, Center staff began to develop an anti-drinking/drug program. They agreed that the program should provide "round-the-clock" measures for preventing alcohol and drug abuse among Job Corps students and that, whenever possible, these measures should take the form of positive peer pressure and peer support activities. Borrowing the national slogan "Just Say No," Woodstock inaugurated its program in January 1984 with materials, buttons, literature, and assistance from the National Institute on Drug Abuse. The program is targeted at **all** Woodstock students, the goal being to convince them that they can choose not to use alcohol and drugs—they can "Just Say No."

(2) Structure And Activities

The Woodstock Center now has an eight-point program for preventing substance use and abuse and for intervening in problems of this kind.

- **Information and Counseling**—The Center's Substance Use and Abuse Prevention Coordinator is responsible for providing students with information on various substances, programs, and resources as well as intensive counseling for those with substance abuse problems.

- **Orientation**—During their first week at Woodstock, students view a role-playing segment staged by the Senior Counselor, Mental Health Consultant, and students active in the Big Brother/Big Sister program. Each of the skits presented ends with the central character's "just saying no" to drinking on the job, skipping school or classes to get high, or getting in a car with a person who is or has been drinking. After the skits, the "role players" and new Woodstock students discuss how the abuse or use of alcohol can adversely affect job performance and responsible behavior in general. Discussion then turns to the new students' feelings and personal goals and how these might be compromised by alcohol or drugs. Finally, the students are made aware that their counselor supports the "Just Say No" program by holding weekly "rap sessions" on abuse-related topics.

- **Education**—Woodstock's health education program includes a unit on substances.

- **Staff Development**—Through in-service training, Woodstock staff learn about the effects of various substances, the Center's Substance Use and Abuse Program, and what they are expected to contribute to this program.

- **Awareness At The Workplace**—The Woodstock program extends into the workplace as well. All employers of Woodstock students are informed of the Center's prevention program and encouraged to promote its goals, wherever and whenever possible.

- **Driver's Education**—Students receive information on alcohol and traffic safety in a format originated by Students Against Driving Drunk (SADD).

- **Intervention With Students**—Disciplinary measures, counseling, and off-Center care may be used in cases of alcohol or drug abuse.

- **Intervention With Staff**—An Employee Assistance Program (EAP) is available for Woodstock personnel who have substance abuse problems.

(3) Results

Positive peer influence and strong support from the staff and administration have contributed to general acceptance of Woodstock's new "Just Say No" program.

5. JOBS FOR YOUNG ADULTS/TOPEKA, KANSAS

(1) Background And Philosophy

The Topeka Youth Project's Jobs for Young Adults (JYA) program was implemented in 1984 in response to the expressed needs of Topeka teenagers. In their capacity as advisors to the Topeka Youth Project, teens on the Topeka Youth Council initiated a survey among their peers (n=1,000), which pointed to employment counseling as the greatest service need in this age group. Members of the Youth Council then lobbied for public and private funding to establish a program that could meet this widely felt need; developed and reviewed the initial structure, objectives, activities, and fee schedule for the program; and now participate in its evaluation.

As conceived by Topeka teens, the JYA program embodies a string of intuitive assumptions about the prevention of youthful alcohol abuse: first, that young people who are thoroughly engaged in their own learning process will become more responsible, motivated, and committed; second, that employment information and skill-building enhance positive peer influence, communication, self-esteem, and decision-making; and, finally, that young people equipped with skills needed to enter the workplace are less vulnerable to alcohol abuse than their unskilled peers.

(2) Goals And Objectives

The overriding goal of Jobs for Young Adults is to help young people acquire the basic habits and attitudes essential for success in the workplace. Program objectives are:

- To provide participants with information on job-seeking and job-keeping.
- To enhance their life skills—communication, problem-solving, decision-making, etc.
- To help all certified graduates find jobs.
- To produce a positive response in the business community by reducing turnover rates, developing a pool of job-ready young people, and offering management continuing assistance with their teenage employees.

(3) Structure And Activities

The Jobs for Young Adults program involves three components: youth training, management assistance training, and employee assistance for teenage workers.

Youth Training—A 30-hour workshop is offered every month for interested young people aged 16 to 19. The workshop covers the following job-seeking and job-keeping topics.

Job-Seeking	**Job-Keeping**
- Skill identification	- Employer expectations
- Applications	- Barriers to employment (transportation, family commitments, alcohol and drugs, extra curricular activities, etc.)
- Telephone usage	- Individual work attitudes and values
- Informational interview	- Communication/listening skills
- Interviewing skills	- Problem-solving on the job
- Mock interviews	- Understanding and coping with the realities of the business world
- Locating the hidden market	- Self-awareness and the right job
- Networking	- Time management

Young people who successfully complete this course are certified as "job ready" by the Employers Task Force, a group of community employers who developed the certification standards and provide additional guidance for program decisions.

Management Assistance Training—This training component is designed to provide supervisors, who are often young themselves, with the skills they need to motivate and manage today's teenage workers. Piloted with area Pizza Hut managers and assistant managers, the Management Assistance Training component has received high ratings from participants.

Employee Assistance For Teenage Workers—This counseling component is available to participating businesses and JYA graduates. It is staffed by volunteers and professionals associated with the Topeka Youth Project.

(4) Results

In six months, Jobs for Young Adults has achieved considerable success as measured by rates of certification, job placement, and participation by business.

- **Certification**—Some 74 percent of the young people enrolled in the job-training workshop are certified as "job ready." These certified graduates come from diverse ethnic groups and economic circumstances:
  - 66 percent male
  - 34 percent female
  - 57 percent white
  - 31 percent black
  - 11 percent "other minority"

  - 65 percent low income
  - 7 percent moderate income
  - 28 percent above moderate income

- **Job placement**—Some 94 percent of all certified graduates are placed in jobs.

- **Acceptance by the business community**—Over 100 employers how participate in Jobs for Young Adults and 140 business locations are now involved.

6. BURGER KING/FLORIDA REGION

Burger King/Florida Region came to the 1984 Conference for Youth on Drinking and Driving not with an established program to present but instead as a company eager to engage in program planning and development. In effect, the young people and adults from Burger King represented exemplary participants. As a group, they were just a few steps ahead of other work-related delegations to the conference.

(1) Background

Burger King Corporation has a deep interest in the subject of teenage alcohol abuse. In the State of Florida alone, Burger King employs approximately 13,000 crew members, a very large proportion of them teenagers. These 13,000 employees work in both company and franchise units.

The corporation recognizes drinking and driving as a lethal combination, especially among inexperienced teenage drivers. Most important, top executives and managers are prepared to develop programs that Burger King units can use to prevent alcohol abuse among BK workers and to reduce drinking and driving among BK patrons as well as workers.

Burger King already has an employee assistance program for its corporate staff, which operates through a toll-free hotline. With the help of delegates to the 1984 conference, the company hopes to extend employee assistance to franchise units and also to address the problem in a "preventive" as well as "curative" mode.

(2) Program Proposals

By the time of the conference, Burger King delegates had developed a number of proposals for approaching the problems of teenage alcohol abuse and drinking—all closely linked to the characteristics of their work environment and the resources available to them through their corporation.

- The Labelle training system, a filmstrip device employed in BK units, could easily be used to inform BK crew members about alcohol problems. The group from Florida hopes to put together a complete film on the hazards of drinking and driving for viewing by all crew members in their system.

- Burger King University and the 11 Regional Training Centers could add alcohol abuse to their courses and also serve as clearinghouses for information on this topic.

- Burger King's influence could extend beyond its own work force to the patrons it serves. For instance, crew members could be trained to spot teenagers or adults who are driving under the influence and encourage them to park their cars and find safer ways to their destinations.

CHAPTER SEVEN

ACTION PLANS PRODUCED AT THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

For the purpose of action planning, State delegations composed of young people from different communities or from different types of workplaces (retail merchandise versus fast food) were encouraged to break into subgroups; only in this way could they develop detailed, work-related plans. Thus some of the action plans presented here represent the ideas of an entire delegation, all from the same workplace or community, whereas others represent the ideas of a solitary delegate, two delegates, and so on.

Conference participants produced over 50 work-related plans for preventing teenage alcohol abuse and eight additional plans that look to the business community for strong support of teen-run programs. The balance of this chapter, text and exhibits, describes only those plans that make the workplace the hub of prevention activities. These "workplace plans" fall into five categories:

- Comprehensive plans directed at employed youth who already exhibit alcohol-related problems or are at high risk of developing such problems
- Plans directed at employed youth in general
- Plans directed at owners and managers of businesses employing large numbers of teens
- Plans that use the resources of business to convey information to teens and the public in general
- Plans for business owners, managers, and employees frequently exposed to public drunkenness

These categories are not strictly logical, nor are they always mutually exclusive. Instead, they represent an attempt to group the plans by major emphasis. For instance, by definition, all worksite-based plans must be directed first at business owners and managers; teens must gain access and assent before they can turn a workplace to their prevention purposes. Nevertheless, some plans rely heavily on owners and managers to learn about the problem of teenage alcohol abuse and to involve themselves directly in prevention activities. These plans are grouped under heading "3". Plans that dwell on the existing problems of employed youth and undertake a range of approaches are included under a separate heading, even though these plans most definitely will require considerable involvement of employers and managers.

If experience holds true, the plans and activities generated by the 1984 Conference will come to look more and more alike as participants hear about each other's work and borrow ideas from one another.

1. PLANS DIRECTED AT EMPLOYED YOUTH WHO EXHIBIT ALCOHOL-RELATED PROBLEMS OR ARE AT HIGH RISK OF DEVELOPING SUCH PROBLEMS

As documented earlier, employed youth are more vulnerable to alcohol abuse than non-working youth. This reality is captured by a large group of work-related plans: those addressing the needs of employed youth who already have alcohol problems or are at very high risk of developing them.

The 17 plans that fall into this category present a rather dismal picture of what working can mean for some young people. For instance:

- At least seven of the plans raise an image of youth whose productivity, personalities, and work relations are impaired by alcohol consumption, occurring before work, during breaks, or even on the job.
- A number of these plans describe working youth as bored, depressed, and empty of purpose. For example, one is directed at youth who "work just to make money, hate their jobs, have no personal relationship with bosses, feel unimportant, and turn to alcohol and drugs to relieve boredom..."
- Other plans implicate job managers (often young themselves) in the destructive psychological and social games so often played by teens. For instance, one plan pictures as its target "employed youth who accept drinking and driving and bend easily to peer pressure..." egged on by "managers who throw parties and serve alcohol to minors, invite minors out to drink, brag about drinking, and use alcohol to gain popularity with employees."

Given the seriousness of the problems addressed by this group of plans, most incorporate two or more approaches from the prevention continuum, often starting with information for bosses and managers, moving to education for supervisors and employees, then proposing constructive alternatives to work-related alcohol abuse, and perhaps ending with measures of intervention for entrenched cases.

Two plans exemplify the comprehensiveness typical of this group. The work-related prevention program developed for **Westerly, Rhode Island,** will begin with an informative presentation on job-burnout, during which employers will be provided with statistics on alcohol/drug abuse at the workplace. Educational techniques will then be used to promote improved relationships (more personal caring) among employees and between employees and employers. Delegates from Westerly will continue their promotion of a healthier young work force by encouraging key employers to support morale-building alternatives to alcohol abuse—company picnics, dinners, competitions, etc.

The solitary delegate from **Wallingford, Connecticut,** will go one step further along the prevention continuum in an attack on drinking and driving, which he describes as "a way of life" among members and employees of the outing club where he works in the summer. The obvious difficulty of battling this long-prevailing tide did not discourage him from devising the kind of comprehensive prevention plan he believes necessary. To effect changes in the behavior of fellow workers and managers, this 1984 Conference graduate will arrange workshops on drinking and driving at the beginning of the outing season and occasional seminars throughout the summer, featuring guest speakers. He hopes to see this educational approach to behavior change supported by constructive alternatives to alcohol abuse provided for all staff and managers. To apprise outing club members of the perilous course they pursue by drinking and driving, he plans to distribute pamphlets at the main gate at the start of every outing. Because information, education, and alternatives alone may not be enough to change a tradition of drinking and driving, the Connecticut delegate will lobby for two measures of intervention: limiting the number of drinks allowed per person and closing the bar two hours before the outing facility itself closes.

2. PLANS DIRECTED AT EMPLOYED YOUTH IN GENERAL

Plans directed at employed youth in general do not paint a particularly distressing picture of their condition. Instead, these plans suggest that any young person entering the work world should be armed with information and insights about the alcohol-related problems that frequently arise in this environment, particularly when it is populated by large numbers of teens.

Accordingly, plans in this group concentrate on the information end of the prevention continuum. Posters, pamphlets, orientation films, awareness skits, and in some cases, rap sessions are proposed as methods of primary prevention that can succeed in generating an anti-alcohol ethos at the workplace or at least in validating the stance of those who choose not to drink and especially not to drink and drive.

3. PLANS DIRECTED AT OWNERS AND MANAGERS OF BUSINESSES EMPLOYING LARGE NUMBERS OF TEENS

Although many plans indicate that working itself creates problems for young people, e.g., extra money to spend, schedules skewed to late-night hours, excessive fatigue coupled with a need for time to unwind, and stress arising from the competing demands of work, home, and school, an equal number of plans suggest that the work environment can be improved and that the workplace has great potential as a site for prevention activities. These plans, directed at business owners and managers, are based on a string of sanguine assumptions: first, that employers can be convinced to undertake the minimal expense of improving conditions for all their young employees; that, once educated about the problem of teenage alcohol abuse and drinking and driving, employers will choose to help troubled young employees rather than terminate them; and, finally, that employers and managers will be willing to invest time as well as money in prevention activities.

Buoyed by these assumptions, delegates from 16 different States plan to work directly and intensely with business owners and managers who, in turn, will provide constructive alternatives for their employees, undertake employee assistance programs, and institute prevention policies of various sorts.

- Some delegates hope to engage managers and crew leaders directly in the production of prevention materials. With the help of McDonald's managers in **Gulf Breeze, Milton,** and **Pensacola,** delegates from

Florida will produce a film to be shown at crew meetings and orientation sessions. In **Braintree, Massachusetts**, delegates will help young managers incorporate "awareness skits" into employee training programs. In **Iowa**, delegates will conduct in-service seminars for supervisors of teens (many of them young themselves); the seminars will be focused on the importance of supervisors as role models for young employees.

- A number of delegates will work directly with business owners to establish constructive alternatives to alcohol abuse for working teens. Those from **LaPorte, Indiana**, will approach business owners individually, focusing on owners who have space or resources to provide recreational alternatives for employed youth—e.g., a juke box, an open floor, picnic grounds.

- Delegates from **Paragould, Arkansas**, will educate employers in techniques and strategies for dealing with substance abuse problems among their young employees. Local groups in **Ohio** will mount a similarly directed alcohol education program covering "signs and symptoms of alcohol abuse," "resources available for remedying these problems," "alternative highs," and "initiative programs with effective reward structures."

The optimism reflected in these plans does not arise purely out of youthful idealism or blind faith in human goodness: it is supported by evidence that management's regard for the personal well-being of employees is, in the long run, a profitable form of altruism: it reduces tardiness and absenteeism, thus increasing productivity, and reduces turnover, thus reducing the high cost of rehiring and retraining. (See the discussion of Opryland Park's Employee Assistance Program for confirmation of this effect.)

4. PLANS THAT USE THE RESOURCES OF BUSINESS TO CONVEY INFORMATION TO TEENS AND THE PUBLIC IN GENERAL

Delegates from **Arizona**, **California**, **Kentucky**, **Louisiana**, **New Hampshire**, **Puerto Rico**, and **Vermont** will employ the workplace as a center for information and publicity. Fast-food chains, grocery stores, and department stores have access to large numbers of people, children and adults as well as teens; further, most of these commercial outlets use materials and methods that can be easily adapted to inform their customers of the dangers of alcohol abuse and the extreme hazards of drinking and driving. Tray liners, napkins, place mats, bumper stickers, grocery bags, clothing boxes, and theater programs are all proposed as media for conveying these messages.

5. PLANS FOR BUSINESS OWNERS, MANAGERS, AND EMPLOYEES FREQUENTLY EXPOSED TO PUBLIC DRUNKENNESS

Delegates from at least three States want to eliminate the public drunkenness that ruins certain business establishments, detracts from community life, and taxes the emotional resources of young employees. In **New Mexico**, delegates will help reservation officials prevent intoxicated people from participating in bingo games. In **Oklahoma**, delegates will take steps to clean up a commercial area frequently damaged by alcohol-related vandalism and plagued with fender benders, and speeding cars. In these two plans, the emphasis is on intervention and enforcement. **Bedford, New Hampshire,** delegates will help young employees deal with the drunk drivers who frequent fast-food drive-throughs; their plan requires assistance from police as well as support from owners.

* * * * *

The five exhibits following this page provide information on the selected targets, approaches, activities, and business links incorporated in the work-related actions plans submitted by 1984 Conference participants. (Exhibit numbers coordinate with heading numbers in the above text.)

EXHIBIT VII-1(1)

VII-1 PLANS DIRECTED AT EMPLOYED YOUTH WHO EXHIBIT ALCOHOL-RELATED PROBLEMS OR ARE AT HIGH RISK OF DEVELOPING SUCH PROBLEMS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
SOUTH CAROLINA (Aiken, North Augusta)			
Employed youth whose productivity is compromised by drinking on the job	Organizational development	Recruit members and organize group	Local businesses employing teens
Business owners	Information	Send letters of introduction offering the group's services to employers of youth Conduct media blitz, making full use of TV, radio, newspapers, pins, buttons, and flyers	
Employed youth	Intervention	Conduct peer-run rap groups	
IDAHO (Boise, Downey, Idaho Falls, Inkom)			
Employed youth whose productivity is impaired by alcohol consumption	Organizational development	Identify, select, and train teen instructors	McDonald's 7-11 Other local businesses employing teens
Business owners	Information	Identify target businesses--e.g., McDonald's and 7-11--and gain their commitment to on-site prevention activities. Design training program for employees and implement at two worksites Evaluate program Publicize efforts, conduct fundraising activities, and solicit financial backing Implement program at two additional worksites	

EXHIBIT VII-1(2)

VII-1 PLANS DIRECTED AT EMPLOYED YOUTH WHO EXHIBIT ALCOHOL-RELATED PROBLEMS OR ARE AT HIGH RISK OF DEVELOPING SUCH PROBLEMS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
COLORADO (Denver)			
Employed youth who arrive at work under the influence	Information	Develop training film on drinking and driving	Unspecified local restaurants
	Intervention	Develop and institute employee pledge to arrive at work sober	
Customers	Information	Place cards on restaurant tables, warning customers about the hazards of drinking and driving	
MICHIGAN (Kalamazoo)			
Employed youth whose productivity and manners may be compromised by alcohol consumption	Information	Mount posters on bulletin boards at workplace and include messages about alcohol on pay stubs	Meijer Department store
		Include awareness articles in newsletter and raise the topic with a brief presentation at store-wide meetings	
		Develop a video on substance abuse and the hazards of drinking and driving for use during orientation of new employees	
	Intervention	Develop a safe-ride program for after-hours parties	
		Expand and publicize employee assistance program (EAP)	
Shopping public	Information	Design stick-on, employee badges bearing safety slogans and end intercom messages with: "Thank you for shopping at Meijer. Have a safe day."	
Business executives	Information	Contact Grand Rapids for corporate support	

EXHIBIT VII-1(3)

VII-1 PLANS DIRECTED AT EMPLOYED YOUTH WHO EXHIBIT ALCOHOL-RELATED PROBLEMS OR ARE AT HIGH RISK OF DEVELOPING SUCH PROBLEMS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
PENNSYLVANIA (Williamsport)			
Employers	Information	Inform employers of problem	Unspecified local businesses
Employees	Information	Distribute posters and pamphlets	
Employees with substance abuse problems	Intervention	Develop a support group for employed teens with drug and alcohol problems	
DELAWARE (Camden, Dover)			
Business people Publicists	Information	Send personal letters to business people and newspaper editors, describing the nature and extent of teenage alcohol problems	Unspecified local businesses and editors
Employed youth who use alcohol to relieve the stress caused by working and going to school	Information	Hold assemblies and a health fair, and distrib-slogan-bearing buttons, bumper stickers, and pens	
	Alternatives	Promote hobbies and sports	
		Lobby and raise funds for an alcohol-free teen center	
RHODE ISLAND (Westerly)			
Employers	Information	Discuss job-burnout among teens with employers, providing them with statistics on drug/alcohol abuse at the workplace	Unspecified local business
Employed youth who work just to make money, hate their	Education	Promote improved relationships between employers and employees	

EXHIBIT VII-1(4)

VII-1 **PLANS DIRECTED AT EMPLOYED YOUTH WHO EXHIBIT ALCOHOL-RELATED PROBLEMS OR ARE AT HIGH RISK OF DEVELOPING SUCH PROBLEMS**

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
RHODE ISLAND (Westerly) (Continued)			
jobs, have no personal relationships with their bosses, feel unimportant, turn to alcohol and drugs to relieve boredom on the job, and suffer impaired productivity	Alternatives	Encourage employers to promote and support morale-building activities, e.g., company picnics, dinners, and competitions	
	Organizational development	Gain support from major corporations--Mobil, Burger King, Texaco	
TENNESSEE (Memphis)			
Employed youth and managers who condone or engage in drinking during breaks and who drink and drive	Organizational development	Select group name and motto, recruit members, raise funds, and recruit sponsors	Unspecified local businesses
	Information	Gather and distribute information; publicize activities	
	Alternatives	Conduct survey of interests and plan alternative activities	
	Intervention	Plan and conduct workshops and rap sessions for employees and managers at high risk	
NEVADA (Las Vegas)			
Youth employed at job sites in economically depressed areas	Information	Design and distribute pamphlets and posters	Unspecified businesses in economically depressed areas
	Education	Conduct group sessions, providing participants with life skills and peer support	
	Alternatives	Organize constructive alternatives to alcohol use--fiestas, dry parties, etc.	

EXHIBIT VII-1(5)

VII-1 PLANS DIRECTED AT EMPLOYED YOUTH WHO EXHIBIT ALCOHOL-RELATED PROBLEMS OR ARE AT HIGH RISK OF DEVELOPING SUCH PROBLEMS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
GEORGIA (Atlanta)			
	Alternatives	activities for employees and provide recreational opportunities during breaks	
Employers	Intervention	Encourage the practice of progress reporting on all employees and referring employees to counseling, if necessary	
Employed youth who drink on the job; managers who provide poor role models	Information	Incorporate audiovisual material on drinking and driving into employee orientation Conduct a needs assessment at worksites employing youth	Unspecified local businesses
	Alternatives	Conduct regular employee meetings; organize sports	
TEXAS (Lubbock)			
Employed youth who accept drinking, spend earnings on alcohol, ignore dangers of drinking, and bend easily to peer pressure; managers who throw parties and serve alcohol to minors, invite minors out to drink, brag about drinking, and use alcohol to gain popularity with employees.	Education	Survey business establishments to identify possible models Prepare format for education program; explain problem and goal to Arby's owner Hold crew meeting to develop program at Arby's	Arby's

EXHIBIT VII-1(6)

VII-1 PLANS DIRECTED AT EMPLOYED YOUTH WHO EXHIBIT ALCOHOL-RELATED PROBLEMS OR ARE AT HIGH RISK OF DEVELOPING SUCH PROBLEMS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
MARYLAND (Howard County)			
Employed youth with alcohol problems	Networking	Report back to established contacts, sharing the plans that SHOP (Students Helping Other People) members developed at the 1984 National Conference	Unspecified test sites
	Program development	Create an Employment Action Team	
		Develop program content	
		Test program; evaluate and modify, as needed	
		Implement program in at least three workplaces	
UTAH (Salt Lake City)			
Employed youth who drink and drive during lunch breaks	Intervention	Confront offending employees and refer to counseling, if needed	Unspecified retail stores
	Alternatives	Provide employees with alternatives to drinking on lunch breaks: specifically, identify the most desirable kinds of recreational equipment, the best locations for alternative activities; purchase and maintain equipment, and promote recreational alternatives	
WISCONSIN (Omro, Oshkosh, Racine, Winneconne)			
Employed youth who drink after work	Information	Determine the extent of the problem by surveying teens, tavern owners, and agencies dealing with the problem	Unspecified local businesses
Employers		Inform employers of the problem and solicit their support in developing solutions	
	Alternatives	Provide teens with a non-alcoholic recreation spot where they can go after work	

EXHIBIT VII-1(7)

VII-1 PLANS DIRECTED AT EMPLOYED YOUTH WHO EXHIBIT ALCOHOL-RELATED PROBLEMS OR ARE AT HIGH RISK OF DEVELOPING SUCH PROBLEMS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
INDIANA (Connersville)			
Employed youth on evening shifts who look for entertainment after work	Information	Organize a group to inform the community about creative alternatives to drinking and driving	Not indicated
	Alternatives	Stage alternative activities--retreats, dances, picnics, olympics, talent shows, movie parties	
OREGON (Estacada, Lake Oswego, Portland, Tigard, Troutdale)			
McDonald's employees who drink and drive	Information	Gather information on drinking and driving, then make a presentation on subject to management	McDonald's
		With assistance from management, develop an in-store newsletter	
		Make presentations during crew meetings	
	Alternatives	Stage non-alcoholic activities for crew members	
CONNECTICUT (Wallingford)			
Employees and members of an outing club who party heavily and drive home under the influence	Information	Distribute pamphlets at main gate at start of each outing	A local outing club
	Education	At beginning of summer season, conduct workshops on drinking and driving for all executives, managers, and staff. Throughout season, hold seminars for employees featuring guest speakers	
	Alternatives	Hold dry parties for all staff	
	Intervention	Limit number of drinks per person, and close bar two hours before club itself closes	

EXHIBIT VII-2(1)

VII-2 PLANS DIRECTED AT EMPLOYED YOUTH IN GENERAL

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
NEBRASKA			
Employed youth	Information	Design, produce, and display posters in businesses employing young adults and in schools having working students Distribute pamphlets on alcohol abuse and drinking and driving Produce and distribute film clip on drinking and driving for use in employee orientation programs	Valentino's Local businesses employing teens Nebraska Restaurant Association Nebraska Merchants Association
Merchants and Restaurant Associations	Information	Contact the Nebraska Merchants Association and Nebraska Restaurant Association for assistance	
DISTRICT OF COLUMBIA			
McDonald's crew members	Information	Design and display posters	McDonald's
	Education	Conduct rap sessions Present skits designed to provide crew members with good role models	
INDIANA (Indianapolis)			
Students in a pre-employment program that does not offer drug/alcohol education	Information	Incorporate a drug/alcohol awareness unit into an existing pre-employment training program	70,001 Career Associates

EXHIBIT VII-2(2)

VII-2 PLANS DIRECTED AT EMPLOYED YOUTH IN GENERAL

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
FOOD INDUSTRIES IN PUERTO RICO, CONNECTICUT, NEW YORK, AND RHODE ISLAND			
Employed youth	Education	Train employees to avoid alcohol abuse	Food industries
Customers	Information	Use tray liners, placemats, napkins, and other business products to convey messages about drinking and driving	
NEW HAMPSHIRE (Berlin, Durham)			
Employed teens	Information	Display anti-drinking and driving posters in business establishments Arrange talk dates at various fast-food chains employing large numbers of young people	Unspecified local businesses Fast-food chains
Customers	Information	Design and produce cocktail napkins and matchbooks with logo "Don't Drink and Drive" and the telephone number of a safe-ride hotline; also print logo on bills	

EXHIBIT VII-3(1)

VII-3 PLANS DIRECTED AT OWNERS/MANAGERS OF BUSINESSES EMPLOYING LARGE NUMBERS OF TEENS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
ARKANSAS (Paragould)			
Owners/managers of businesses employing teens	Information	Send letters to youth employers inviting them to a presentation on substance abuse	Unspecified local businesses
	Education	Educate employers in techniques and strategies for dealing with substance abuse problems among young employees	
VERMONT (Rutland)			
Managers of young employees	Education	Meet with business managers to brainstorm approaches to low morale, low productivity, and poor self-image; working with managers, introduce these approaches	Unspecified local businesses
	Alternatives	Also in conjunction with managers, promote non-alcoholic activities for workers--picnics, baseball games, etc.	
Customers	Information	Display drinking/driving information at business establishments	
IOWA (Norwalk)			
Managers of young employees	Information Education	Conduct in-service seminars for supervisors, focused on their importance as role models for young employees	Unspecified local businesses

EXHIBIT VII-3(2)

VII-3 PLANS DIRECTED AT OWNERS/MANAGERS OF BUSINESSES EMPLOYING LARGE NUMBERS OF TEENS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
MASSACHUSETTS (Braintree)			
Managers of young employees Employed youth	Information Education	Using the talents of young people who have perfected skits about drinking and driving, stage presentations at various workplaces; help managers incorporate these "awareness" skits into their own orientation programs	Unspecified local businesses
ILLINOIS (Montgomery County)			
Managers of young employees	Information	Talk to managers about the alcohol problems of employed teens	McDonald's Hardees
	Education	Train supervisors to operate a model teen-centered employee assistance program (EAP)	Wendy's KFC Park & Eat Jubelts
Employed youth		Train employees in skills needed to avoid alcohol abuse	Pizza Man Maverick Pizza Hut
General public		Make public aware of assistance available through the youth-centered EAP	Others
WASHINGTON (Bellevue, Edmonds, Everett, Redmond, Renton, Seattle, Yakima)			
Owners of businesses that are open nights and weekends and that employ large numbers of teens	Program development	Develop an alcohol awareness program to be implemented by an existing youth drug/alcohol team. The model is to have clearly stated goals and is to use the workplace as a hub for prevention activities.	Unspecified local businesses

EXHIBIT VII-3(3)

VII-3 PLANS DIRECTED AT OWNERS/MANAGERS OF BUSINESSES EMPLOYING LARGE NUMBERS OF TEENS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
WASHINGTON (Bellevue, Edmonds, Everett, Redmond, Renton, Seattle, Yakima) (Continued)			
		Identify businesses employing young people and gauge owner's willingness to host program	
	Information	Inform employers of the services available from employee assistance programs (EAPs)	
	Education	Provide employers with techniques for influencing customers not to drink and drive	
FLORIDA (Gulf Breeze, Milton, Pensacola)			
Managers of young employees	Information Education	Work with managers to prepare a presentation for crew meetings. Also, with managers, identify or produce a film to be shown at crew meetings and orientation sessions.	McDonald's
OHIO (Bexley, Columbus, Gahanna, Groveport)			
Employers/managers of youth with alcohol-related problems--absenteeism, tardiness, poor customer relations	Information	Design a training program to increase management's sensitivity to alcohol-related problems among young employees and equip them with techniques for dealing with these problems. At a minimum, the program will cover: • Signs and symptoms of substance-related problems	Wendy's Rax Restaurants White Castle

EXHIBIT VII-3(4)

VII-3 PLANS DIRECTED AT OWNERS/MANAGERS OF BUSINESSES EMPLOYING LARGE NUMBERS OF TEENS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
OHIO (Bexley, Columbus, Gahanna, Groveport) (Continued)			
		• Resources available for remedying these problems • Alternative highs • "Initiative" programs with appealing reward structures • Policy ideas Identify one workplace to serve as test site	
NORTH DAKOTA (Fargo)			
Employers who lack knowledge of the alcohol/drug-related behaviors of their young employees	Information	Identify and contact key employers of young people	Unspecified local businesses
	Education	Develop guidelines for employers, educating them about substance abuse in the workplace and what they can do about it	
	Alternatives	Encourage employers to provide employees with constructive alternatives to substance abuse	
NEW JERSEY (East Windsor, Lawrenceville, Princeton, Trenton)			
Business owners	Information	Make presentations to owners of businesses employing large numbers of teens, using film-strip to convey message	Unspecified local businesses

EXHIBIT VII-3(5)

VII-3 PLANS DIRECTED AT OWNERS/MANAGERS OF BUSINESSES EMPLOYING LARGE NUMBERS OF TEENS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
MASSACHUSETTS (Springfield)			
Managers in big businesses employing large numbers of young people	Information	Inform local business managers of the PEP (Peer Education Program); specifically, design, produce, and distribute pamphlets and make personal presentations	Unspecified local businesses
Employed youth	Education	With support from business managers, present awareness skits on drinking and driving to employed youth	
ILLINOIS (Springfield)			
Employers	Information	Distribute pamphlets to employers	Unspecified local businesses
		Meet with Chamber of Commerce to discuss problem of teenage alcohol abuse and drinking and driving	
Employed youth	Education	Involve young employees in the development and implementation of a prevention group	
	Alternatives	Organize alternative, non-alcoholic activities	
CONNECTICUT (Colchester)			
Administrators	Information	Approach administrators of a health care center about the problem of alcohol abuse and drinking and driving	Mediplex

EXHIBIT VII-3(6)

VII-3 PLANS DIRECTED AT OWNERS/MANAGERS OF BUSINESSES EMPLOYING LARGE NUMBERS OF TEENS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
CONNECTICUT (Colchester) (Continued)			
Administrators	Information	With support from the administrators, conduct informative assemblies for workers	
INDIANA (LaPorte)			
Business people with resources and facilities needed to provide constructive alternatives for teens	Information	Inform business people of the need for and potential benefits of a late-night recreational facility for young people Approach business owners individually, focusing on those who have space to provide recreational opportunities for young people; detail proposals for late-night, alcohol-free recreation and solicit their support	Time Out Holiday Inn Mall Elks Others
VIRGINIA (Alexandria, Richmond, Vienna)			
Organizations serving youth	Information Education	Encourage these organizations to cooperate in providing alcohol-free activities for young people, particularly employed young people	Organizations serving youth

EXHIBIT VII-3(7)

VII-3 PLANS DIRECTED AT OWNERS/MANAGERS OF BUSINESSES EMPLOYING LARGE NUMBERS OF TEENS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
CONNECTICUT (Cromwell)			
Proprietors of businesses serving or selling alcohol	Information Education	Urge local purveyors of alcohol to avoid sales to minors and to be particularly vigilant during prom season	Local purveyors of alcohol

EXHIBIT VII-4(1)

VII-4 PLANS DIRECTED AT TEENS AND THE PUBLIC IN GENERAL

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
ARIZONA (Avondale, El Mirage, Lake Havasu City, Phoenix)			
Teens at risk of drinking and driving	Information	Conduct awareness week centered at McDonald's and local schools	McDonald's
CALIFORNIA (Davis, Oakdale, West Sacramento, Whittier, Woodland)*			
Teens at risk of drinking and driving	Information	Distribute awareness literature at McDonald's and other business establishments	McDonald's Hunts Coca-Cola Hines Bonnie Hubbard Coors Dairy producers Others
KENTUCKY (Frankfort)			
Teens at risk of drinking and driving	Information	Conduct an awareness campaign during prom season, using films, radio spots, and newspapers, and with special emphasis on businesses employing teens	Baskin-Robbins Kroger's McDonald's Others
LOUISIANA (Baton Rouge, La Combe, Metairie, New Orleans, Shreveport)			
General Public	Information	Use resources of business to mount public awareness campaign; specifically, approach McDonald's owners and public relations people for assistance	McDonald's
NEW HAMPSHIRE (Claremont)			
General Public	Information	Gain business community's support with public awareness campaign to be designed and implemented by members of SADD using business resources--e.g., flyers, tray liners, placemats, napkins	Burger King McDonald's

* This entry represents a small portion of an extensive prevention plan based primarily in the schools.

EXHIBIT VII-4(2)

VII-4 PLANS DIRECTED AT TEENS AND THE PUBLIC IN GENERAL

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
NEW HAMPSHIRE (Concord)			
General public	Information	Conduct poster contest throughout Concord School District Select, duplicate, and distribute a few superb posters the campaign in McDonald's franchises, then expand to other local businesses	McConald's Colley/McCoy
PUERTO RICO			
General public	Information	Develop and distribute awareness slogans and literature using the resources of business to do so--e.g., flyers, tray liners, napkins, and	Unspecified local businesses
VERMONT (Williston)			
General public	Information	Use the resources of local businesses--e.g., grocery bags--to mount an information campaign	Merchandise stores and other unspecified local businesses
VERMONT (Winooski)			
General movie-going public	Information	Insert flyers in theater programs and hang posters in theaters	Movie theaters

EXHIBIT VII-5(1)

VII-5 PLANS FOR BUSINESS OWNERS, MANAGERS, AND EMPLOYEES FREQUENTLY EXPOSED TO PUBLIC DRUNKENNESS

TARGET	APPROACH(ES)	ACTIVITIES	BUSINESS LINKS
NEW MEXICO (Albuquerque, Santa Fe)			
Intoxicated would-be bingo players	Information	Distribute posters, pamphlets, and flyers warning against drunkenness at bingo games Post regulations	Bingo operators
Reservation officials	Intervention	Contact reservation officials, urging them to support regulations	
OKLAHOMA (Oklahoma City)			
Business owners in area plagued by obnoxious drunks, vandalism, broken glass, fender benders, and speeding cars	Information Education	Document extent of alcohol-related business losses Convince affected owners to work together for stricter enforcement of City ordinances	Owners of businesses on NW 39th Street between Portland and Council Roads
Police	Intervention	Urge police to enforce existing laws against public drunkenness and loitering	
NEW HAMPSHIRE (Bedford)			
Drunk drivers frequenting fast food drive-throughs	Information	Present information to police and business people on problem of intoxicated drivers at fast-food drive-throughs	Fast food restaurants operating drive-throughs
Police and fast-food operators	Intervention	Working with police and business people, develop plan for addressing problem	

CHAPTER EIGHT

STATE STRATEGIES PRODUCED AT THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

Of necessity, the State strategies produced at the 1984 Conference for Youth on Drinking and Driving are less detailed than the action plans designed for specific business settings. And yet, the 1984 strategies cannot be called "general," at least not for the most part. The majority are well focused ideas for spreading the concept of work-based prevention programs as fast and as far as possible. Specifically, in attempting to promote work-related prevention activities statewide, delegations may adopt one or more of the following goals.

- Organize State conferences for youth on work-based alcohol abuse prevention programs
- Capitalize on annual teen institutes and professional meetings as ready-made forums for promoting links between business people and prevention specialists
- Activate existing leadership and organizational networks in support of work-related preventions programs
- Capitalize on existing business networks to gain a foothold for prevention programs in workplaces across the State
- Generate a network of cooperative prevention programs or coordinate the activities of existing programs
- Lobby for legal remedies to statewide alcohol-related problems
- Address or employ special features of the State to reduce alcohol abuse and drinking and driving
- Select for further development one or more in a laundry list of ideas for reducing alcohol-related problems
- Develop specific ideas for fulfilling tenets of the group's prevention "manifesto"

The balance of this chapter describes how individual delegations propose to pursue these goals.

1. ORGANIZE STATE CONFERENCES FOR YOUTH ON WORKSITE-BASED ALCOHOL ABUSE PREVENTION PROGRAMS

Like its predecessor, the 1984 Conference for Youth on Drinking and Driving has inspired plans for similar gatherings. At least six delegations are determined to organize youth conferences—city-wide, multi-county, or statewide.

- "State Strategy" and "State Conference" are synonymous to **New Jersey** delegates who propose a two-day, Governor's Conference at which 21 counties will be represented, each by some 20 young people. As at the 1984 National Conference, participants will follow a goal-oriented agenda, facilitated by a faculty of 50 young people and 21 adults. Through this process, 42 county-level action plans will be produced and a Governor's Advisory Youth Board will be formed. To cover costs, delegates will seek corporate and private donations as well as county and State grants.

- Delegates from the **District of Columbia** propose a similar event, geared to the political structure of their city, specifically: a Mayor's Conference for Youth on Drinking and Driving, which is to draw 20 young people from each of eight wards; here too, a goal-oriented format will be facilitated by a faculty of 50 teens and some 20 adults, with two plans for consideration by District officials and a Mayor's Youth Advisory Board being the desired outcomes.

- **Delaware** promises an annual, statewide health fair, its location to be rotated among the State's three counties. As now conceived, the health fair will provide information on alcohol abuse to the general public, but with emphasis on employed youth. In addition, the fair will serve as a forum for exploring and sharing constructive alternatives to alcohol abuse.

- State youth conferences and a state-funded teen institute are among the many ideas being considered by **South Carolina** delegates.

- "Conferences" are among the unelaborated ideas mentioned in the State strategies of **North Carolina** and **Indiana.**

Delegates who are planning conferences express complete confidence that such gatherings can stimulate rapid development of work-related prevention programs in all jurisdictions represented.

2. CAPITALIZE ON ANNUAL TEEN INSTITUTES AND PROFESSIONAL MEETINGS AS FORUMS FOR PROMOTING LINKS BETWEEN BUSINESS PEOPLE AND PREVENTION SPECIALISTS

In combination, the strategies submitted by 1984 delegations to the National Conference reveal an abundance of youth-centered, youth-run prevention activity across the country, some States and jurisdictions being far advanced in their use of these approaches and others at a stage of early experimentation.

Established teen institutes provide delegates with ready-made forums for conveying work-related prevention ideas to hundreds of teens from different regions of their respective States. Annual meetings of professionals concerned about alcohol abuse or youth provide a similar opportunity to influence adults. At least five State delegations will make good use of such gatherings.

- **Missouri** delegates will mobilize members of the Missouri Youth Network to approach employers with ideas for work-related programs to reduce teenage drinking and driving. The delegates hope to use the Missouri Teen Institute as a training ground for youth emissaries to the business world.

- Although **Ohio** operates the oldest teen institute in the country, delegates report that people in the business community remain largely unaware of youth-centered, alcohol abuse prevention activities. Accordingly, Ohio delegates plan to serve as a link between prevention specialists and business people; they hope to promote this important connection at the Ohio Teen Institute, which attracts some 500 young people and adults from across the State for five days of seminars and workshops designed to promote health and prevent addictions and disease among young people.

- **Illinois**, another State with a well-established teen institute, has also seen little if any youth-centered, alcohol abuse prevention activity at the workplace. As far as Illinois delegates know, the State has no employee assistance program (EAP) open to teens. They hope to change this by making presentations on worksite prevention and intervention programs for youth attending the 1984 Illinois Teen Institute.

- To reach a large audience of teens and so produce a ripple of work-related prevention efforts, **Indiana** delegates will present their ideas to participants at the 1984 Indiana Teen Institute.

- **Montana** delegates will attend their State's teen institute to inform participants of work-related alcohol problems and help them devise local solutions. In support of these efforts, The Center for Adolescent Development (the parent organization of the Montana Teen Institute) will mail information to businesses throughout the State.

- Delegates from **Pennsylvania** will capitalize on two popular State meetings—Pennsylvania's Annual Drug and Alcohol Conference and its Annual Counselor Education Conference. Here they will describe the progress they have made in implementing worksite prevention/intervention programs.

3. ACTIVATE EXISTING LEADERSHIP AND ORGANIZATIONAL NETWORKS IN SUPPORT OF WORK-RELATED PREVENTION PROGRAMS

Just as there are teen institutes and professional meetings that may be used as forums for conveying messages about work-based prevention activities, so there are prominent youth leaders and youth organizations that may be motivated to promote such a cause. At least seven delegations will concentrate on activating networks of leaders and organizations statewide.

- Delegates from **Alaska** will appeal to student leaders throughout the State for assistance in implementing an alcohol awareness campaign highlighting the special problems of employed teens.

- **Alabama** delegates will share their knowledge of alcohol-abuse prevention with coordinators of the 13 Pizitz Teen Boards operating in the State. They will urge coordinators to nominate "the deterrence of youth drinking and driving" as their civic project for the year. In addition, they will ask coordinators to form steering committees on youth drinking and driving, whose members can help with a statewide media campaign and periodically exchange ideas for constructive alternatives to alcohol abuse.

- Acting as a planning group, the **Washington** State delegation will carry the basic concept of work-based projects to the many youth organizations throughout the State already involved in the prevention of teen alcohol/drug abuse.

- **North Carolina** delegates will contact youth leaders statewide with a proposal for implementing a network of SADD (Students Against Driving Drunk) chapters. Their proposal relies heavily on support from a range of chain stores and large corporations—Burlington Industries, Cannon Mills, Duke Power, Fasco Industries, Hardees, Holly Farms, IBM, ITT, Pepsi Cola, and R.J. Reynolds.

- Linkage between an existing network of teen clubs and local businesses is the mechanism **Wyoming** delegates will use to promote the REDDI (Report Every Drunk Driver Immediately) Program. Members of Wyoming Youth Traffic Safety Clubs will be asked to explain this program to business people in their communities and then to solicit business support for a REDDI campaign.

- Through a coalition of businesses and public agencies, **Massachusetts** delegates hope to extend the Brookline Alcohol Safety Education (BASE) program and the Peer Education Program (PEP) to employed teens.

- **West Virginia** delegates have pledged to maintain and expand their established Safe Rides Program, giving special attention to the needs of employed teens throughout the State.

4. CAPITALIZE ON EXISTING BUSINESS NETWORKS TO GAIN A FOOTHOLD FOR PREVENTION PROGRAMS IN WORKPLACES ACROSS THE STATE

The power of franchise operations to influence public attitudes/behaviors certainly is not lost on this "McDonald's generation." At least five delegations will attempt to capitalize on the immense resources of such businesses and business organizations.

- If delegates from **Oregon** have their way, the operations involved in a large McDonald's Co-op will serve as the commercial backbone for work-based prevention activities: awareness campaigns, teen support groups, and self-development programs.

- "As McDonald's goes, so goes the business community." This, at least, is the hope of **Florida** delegates who will try to convince the McDonald's Gulf Coast Co-op to become a teenage alcohol abuse prevention agent. With assistance from the Co-op, delegates will mount a Gulf Coast anti-drinking and driving awareness campaign sure to capture public attention in a large portion of the State.

- McDonald's has provided School District #1 in **Helena, Montana**, with the Children Are People program, a skill development curriculum for kindergarten through sixth grade. Staff of the Montana Teen Institute (MTI) will train teens employed by McDonald's in this program. The young McDonald's employees will then join similarly trained graduates of MTI in assisting school personnel to conduct Children Are People activities. If the program proves successful in Helena, it will be offered throughout the State.

- Statewide cooperation between Pizza Hut owners/managers and SADD (Students Against Driving Drunk) is the goal of **Kansas** delegates. SADD will provide Pizza Huts with statistics, graphics, and presenters for employee orientation and in-service training programs.

- Business organizations hold out the possibility of reaching a large number of influential people at limited expense of time or money. Accordingly, **Nebraska** delegates will ask the Nebraska Restaurant Association and the Nebraska Retail Association to urge their many members to join in teenage alcohol abuse prevention activities.

- Similarly, delegates from **Hawaii** will ask the Hawaii Hotel Association and the Hawaii Visitors Bureau to lend strong support to a far-reaching alcohol awareness campaign.

5. GENERATE A NETWORK OF COOPERATIVE PREVENTION PROGRAMS OR COORDINATE THE ACTIVITIES OF EXISTING PROGRAMS

A number of delegations have chosen to create a prevention program and then present it to as many groups and individuals in their State as possible. For these delegations, "program replicability" is a major consideration. Other delegations, aware of numerous but disconnected efforts, will attempt to coordinate the activities of existing prevention groups.

- With assistance from local, nonprofit substance abuse agencies, **Michigan** delegates will develop a workplace-based program to present to businesses across the State as a model of corporate involvement in the prevention of teenage alcohol abuse.

- **Maine** delegates will also develop a model program, this for use in residence halls of State universities. They will reinforce messages against alcohol abuse and drinking and driving with an avalanche of posters and pamphlets to be distributed through commercial outlets statewide.

- From the vantage of their college campus, **Minnesota** delegates will attempt to stimulate the development and coordination of college-based prevention programs throughout the State.

- **Mississippi** delegates, who attend one in a network of State junior colleges, will establish an interscholastic organization to prevent drunk driving. This organization will help sister institutions stage exciting activities to keep students from leaving campus and driving back drunk.

- **Texas** delegates hope to remedy a lack of coordination among youth-centered organizations by creating a Governor's Youth Council, which would promote cooperative ventures in alcohol abuse prevention and facilitate extensive sharing of ideas.

6. LOBBY FOR LEGAL REMEDIES TO STATEWIDE ALCOHOL-RELATED PROBLEMS

Many State strategies reflect an appreciation of the power State government has to cover all communities with a common law, affecting the behavior of all citizens with a single, decisive action. The following legal remedies are being pursued by 1984 Conference participants:

- Delegates from **Arkansas** and **New Mexico** will seek sticker State penalties for alcohol-related offenses.

- Law enforcement agencies will be hearing from **South Dakota** delegates who want to see that existing statutes and ordinances are upheld.

- The **Vermont** State strategy concentrates heavily in the statutory and enforcement domains: a lower legal blood alcohol content (BAC) for drivers, stricter penalties for young traffic-safety offenders, color-coded driver's licenses and license plates for convicted DWI offenders, and more frequent road blocks for trapping intoxicated drivers are among the approaches proposed.

- Delegates from **New Hampshire**, a sister New England State, will lobby for two measures: a ban on the sale of alcohol by businesses operating on the Interstate highway and a ban on billboards advertising alcohol.

- **Georgia** delegates hope to see courses on alcohol/drug abuse included as required components of school curricula statewide.

- Required driver education courses, with emphasis on the hazards of drinking and driving, are proposed by **South Carolina** delegates along with stricter penalties for selling or supplying alcohol to minors.

- To assure a continuing legislative drive to prevent teenage alcohol abuse, **Tennessee** delegates hope to place a "youth lobbyist" in the halls of their State legislature. One of this individual's first assignments will be to seek tax breaks for businesses that support teenage anti-drinking and driving programs.

- **North Carolina** will lobby legislators for a similar amendment to the State tax law and, in addition, will ask for an increase in the State tax on alcohol.

- Since drive-through liquor windows encourage irresponsible alcohol consumption, delegates from **New Mexico** will focus their State strategy on these outlets, urging legislators to eliminate them entirely.

7. ADDRESS OR EMPLOY SPECIAL FEATURES OF THE ENVIRONMENT TO REDUCE ALCOHOL ABUSE

Prominent features of the State environment inspired the singular strategies submitted by two delegations to the 1984 Conference.

- The numerous toll booths throughout **Puerto Rico** will become distribution points for literature on drinking and driving, which will be handed to all who use the roads.

- **Connecticut** delegates would like to do something about the "astronomically high" number of alcohol-related traffic fatalities that occur along Route 9—"the road to the beach." The beach itself, with its numerous small businesses and "billboard" sky, will convey a veritable ocean of information about the hazards of drinking and driving to vacationing teens. Flyers will be tucked under car windshields; towels and T-shirts will be emblazoned with messages; small planes will cross the horizon trailing admonitory streamers; concessions will display posters and use cups and plates conveying statistics on alcohol-related problems.

8. SELECT FOR FURTHER DEVELOPMENT ONE OR MORE IN A LAUNDRY LIST OF IDEAS FOR REDUCING ALCOHOL-RELATED PROBLEMS

Many delegations found that the time was too short to select and articulate a State strategy and, instead, chose to generate laundry lists of ideas for future development. **Alaska, Georgia, Iowa, Kansas, New Hampshire, New York, North Carolina, North Dakota, South Carolina, Vermont,** and **Tennessee** produced "strategies" of this type. The following proposals are drawn from their submissions:

- Meetings with the Governor and other State officials

- Requests for free office space from business people

- Statewide, state-specific poster contests on the dangers of drinking and driving

- Advertising campaigns in popular State and regional publications—the New Hampshire **Union Leader**, a State newspaper; **Yankee Magazine**, a regional journal, etc.

- Statewide anti-drinking and driving billboard campaigns

- A State "dry day"

- A statewide, substance-free rock concert

- Lock-in parties for prom time and paycheck parties for employed teens

- Tips for party hosts

- Juice bars
- Early closing of drive-through windows
- Distribution of awareness literature by car dealers
- Drinking-driving program for Federal work-study students on State university campuses
- Re-evaluation of a state-required health program dealing with alcohol to assure its accuracy, completeness, and appeal

9. DEVELOP SPECIFIC IDEAS FOR FULFILLING TENETS OF THE GROUP'S PREVENTION MANIFESTO

The **Kentucky** delegation provides a good example of the five State strategies that took the form of general manifestoes:

> As the Kentucky delegation attending the 1984 National Conference [illegible] Youth on Drinking and Driving, we will strive:
>
> - To heighten employer awareness of the extent and nature of problems caused by teenage alcohol use and abuse
> - To identify ways that employers might help solve these problems
> - To start anti-drunk driving programs or join existing programs that might be extended to include the worksite

* * * * *

Kentucky's Teenage Alcohol Abuse Prevention Manifesto makes a fitting conclusion to this report; for in clear terms, it enunciates major goals of the 1984 Conference for Youth on Drinking and Driving. The correspondence received from delegates to date indicates that much progress is being made along the lines drawn.

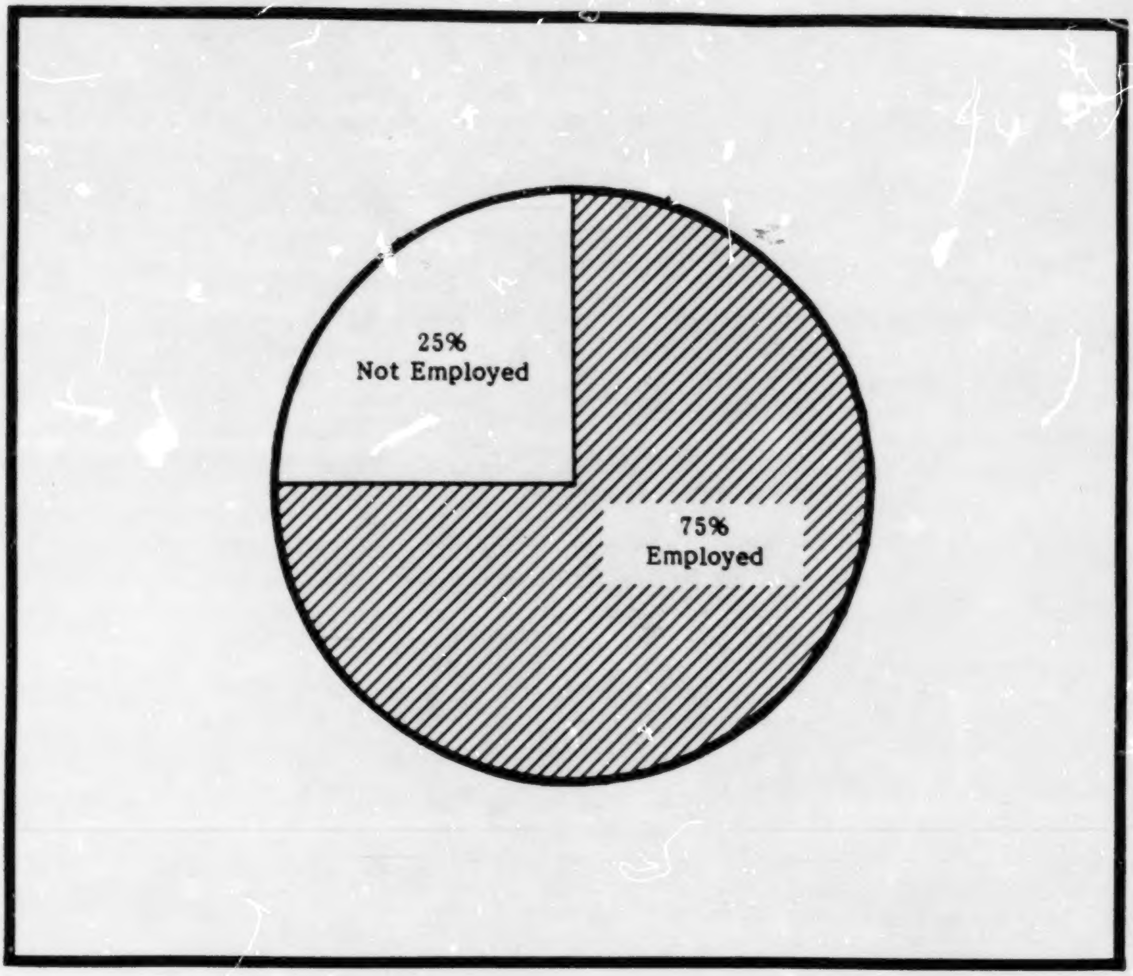
APPENDIX A

YOUTH EMPLOYMENT, ALCOHOL USE, AND DRINKING & DRIVING: CHARTS

STATISTICS ON THE PROBLEM OF DRINKING AND DRIVING AMONG YOUNG PEOPLE

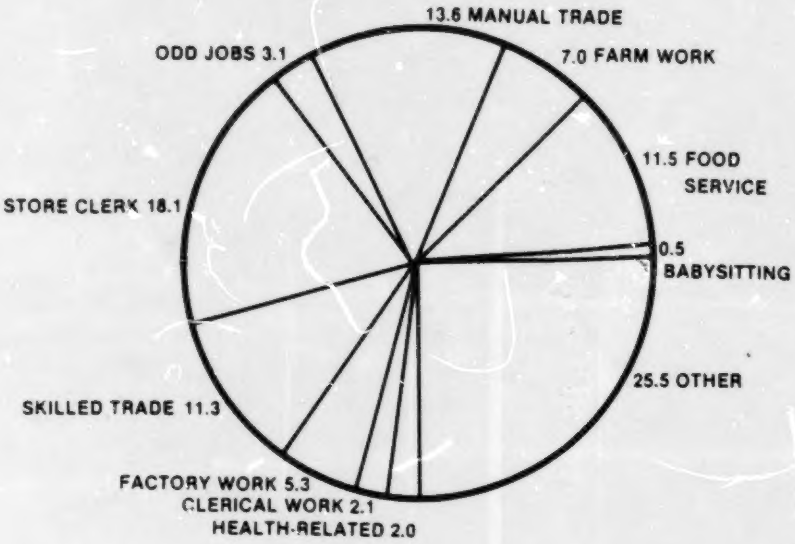
- Percent of High School Seniors Employed
- Jobs Held By Male And Female High School Seniors
- Percent Of High School Seniors Reporting Heavy Drinking At Least Once In Past Two Weeks By Number Of Hours Worked Per Week
- Percent Of High School Seniors Reporting Heavy Drinking At Least Twice In Past Two Weeks By Number Of Hours Worked Per Week
- Percent Of High School Students Reporting Heavy Drinking In Past Two Weeks, As Seniors And Again At One Year Post-High School, By Student Status One Year Post-High School
- High School Students (10th-12th Grades) With Heavier Drinking Habits, By Weekly Amount Of Money To Spend
- High School Students (10th-12th Grades) With Heavier Drinking Habits, By Ability To Obtain Alcohol
- 1981 Total Highway Fatalities
- Fatal Accidents By Month Of Year
- Fatal Accidents By Day Of Week
- Fatal Accidents By Time Of Day
- Drinking Patterns Of High School Seniors
- Where Teenagers Drink

PERCENT OF HIGH SCHOOL SENIORS EMPLOYED

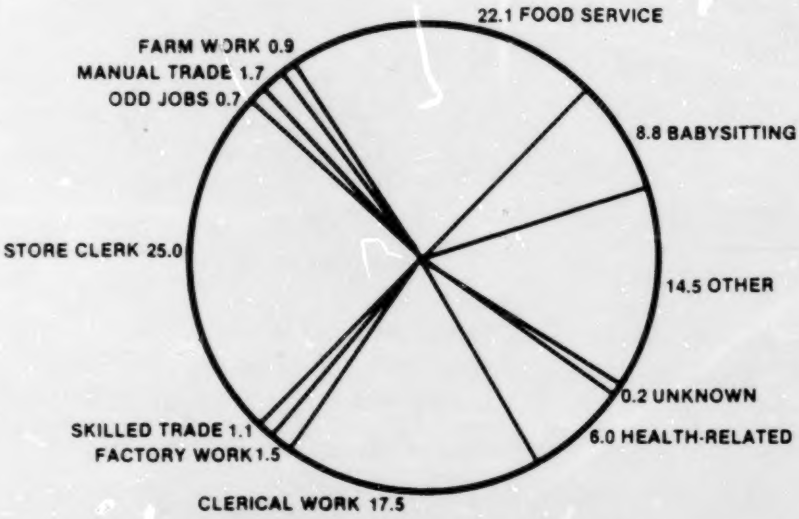


JOBS HELD BY MALE AND FEMALE HIGH SCHOOL SENIORS

MALE

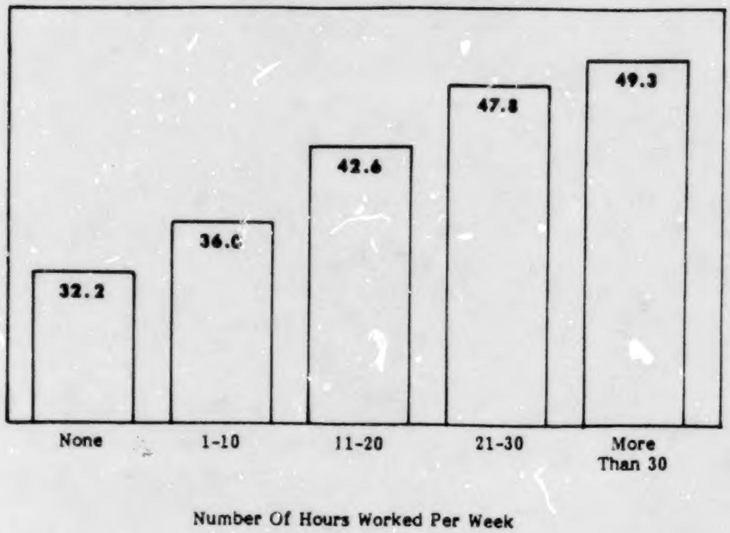


FEMALE

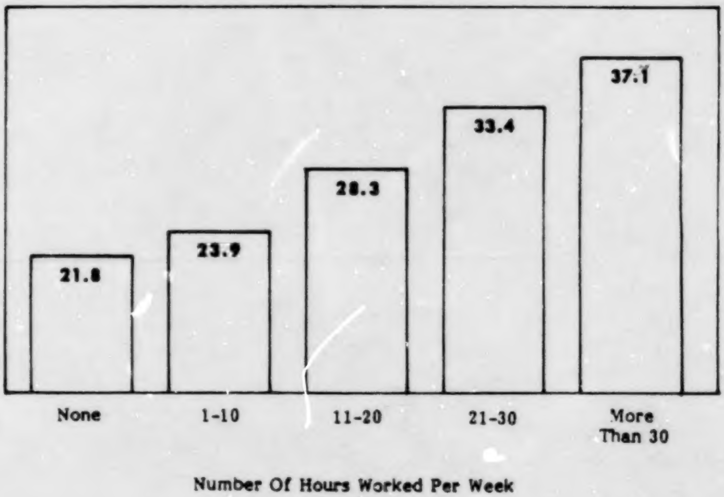


Source: Youth Employment During High School. An Analysis of High School and Beyond. A National Longitudinal Study for the 1980's. National Center for Education Statistics, U.S. Department of Education. Contract report by Noah Lewin-Epstein, National Opinion Research Center, Chicago, Illinois. May 1981.

PERCENT OF HIGH SCHOOL SENIORS REPORTING HEAVY DRINKING* AT LEAST ONCE IN PAST TWO WEEKS BY NUMBER OF HOURS WORKED PER WEEK



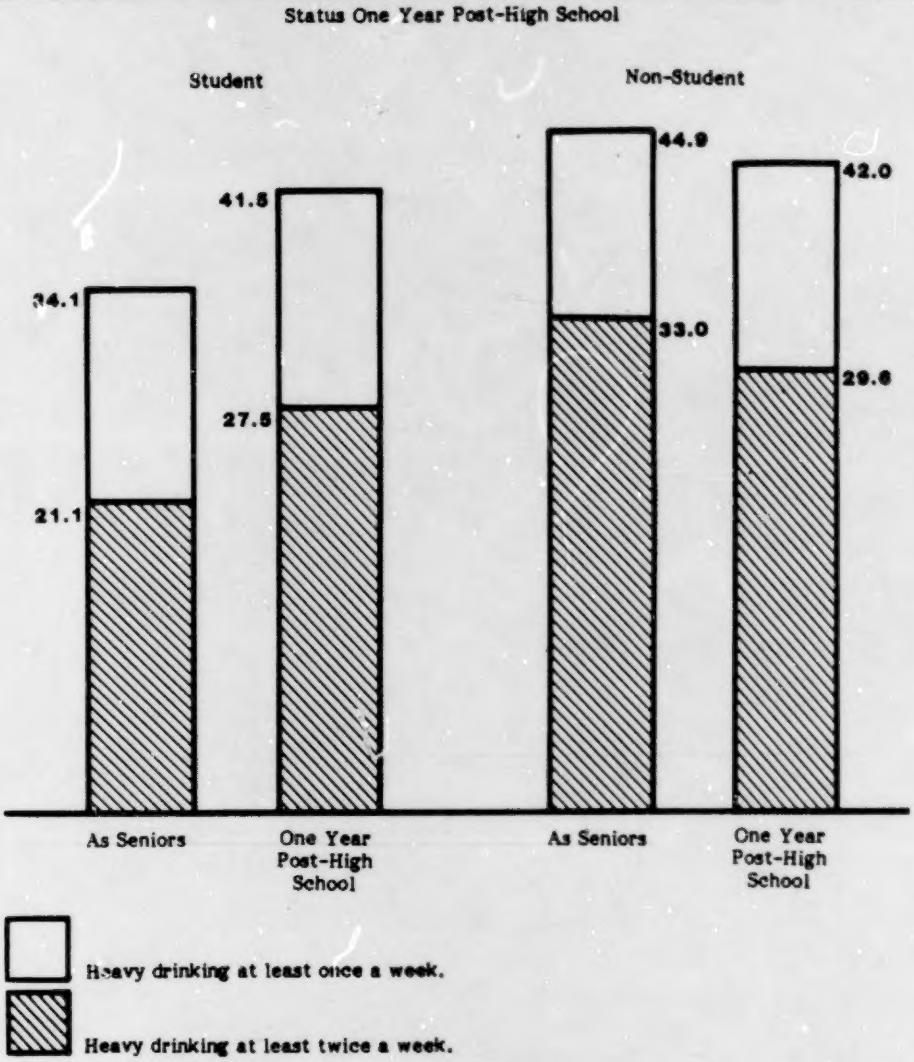
PERCENT OF HIGH SCHOOL SENIORS REPORTING HEAVY DRINKING* AT LEAST TWICE IN PAST TWO WEEKS BY NUMBER OF HOURS WORKED PER WEEK



* Heavy drinking is consumption of 5 or more drinks in a row.

Source: Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors, 1982. I.G. Bachman, W. Johnston, P.M. O'Malley. Institute for Social Research, Ann Arbor, 1983. ISR Publications Sales, P.O. Box 1248, Ann Arbor, MI 48106. Supported in part by a grant from the National Institute On Drug Abuse.

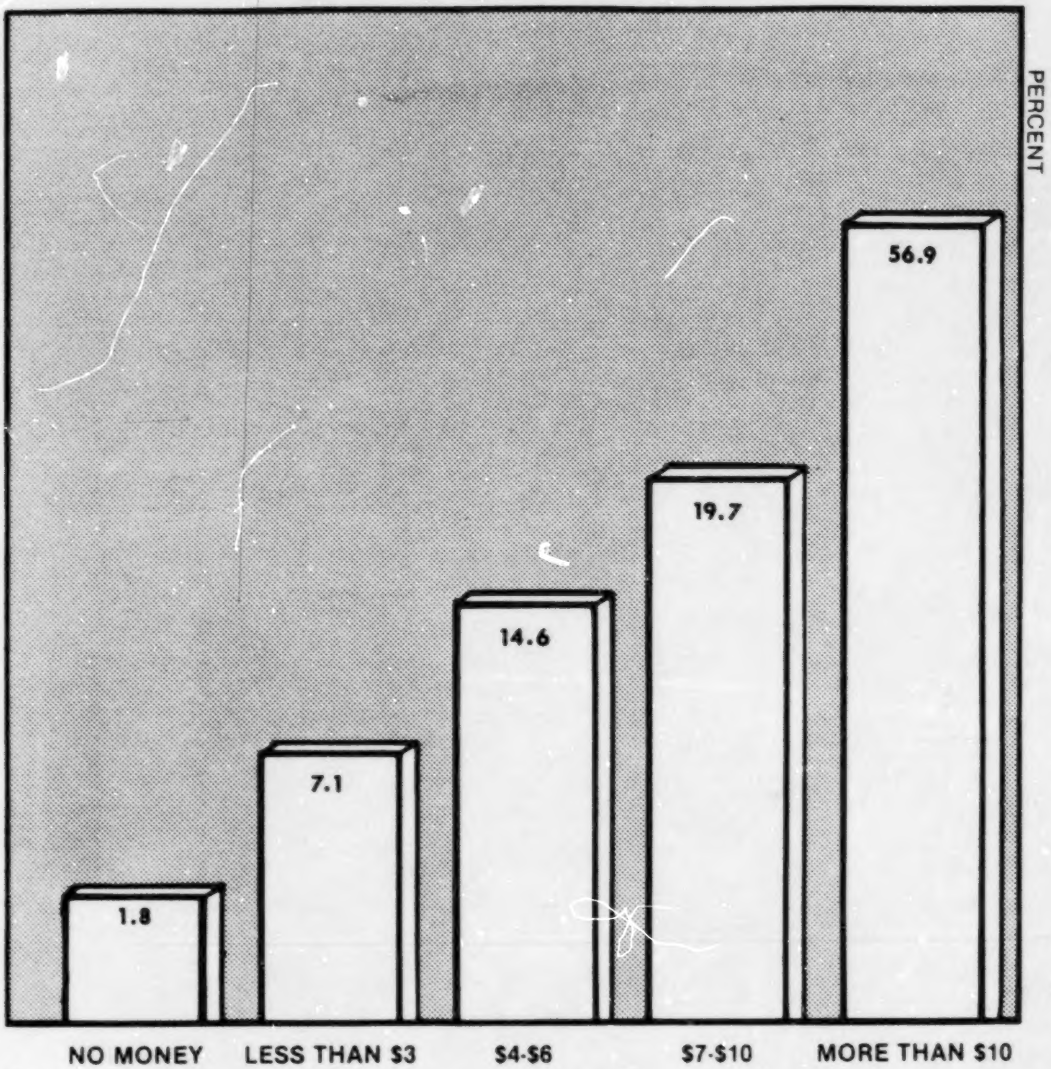
PERCENT OF HIGH SCHOOL STUDENTS REPORTING HEAVY DRINKING* IN PAST TWO WEEKS, AS SENIORS AND AGAIN AT ONE YEAR POST-HIGH SCHOOL, BY STUDENT STATUS ONE YEAR POST-HIGH SCHOOL



* Heavy drinking is consumption of 5 or more drinks in a row.

Source: Changes in Drug Use after High School as a Function of Role Status and Social Environment, 1981. I.G. Bachman, P.M. O'Malley, and W. Johnston, ISR Publication Sales, P.O. Box 1248, Ann Arbor, MI 48106. Supported by a grant from the National Institute on Drug Abuse.

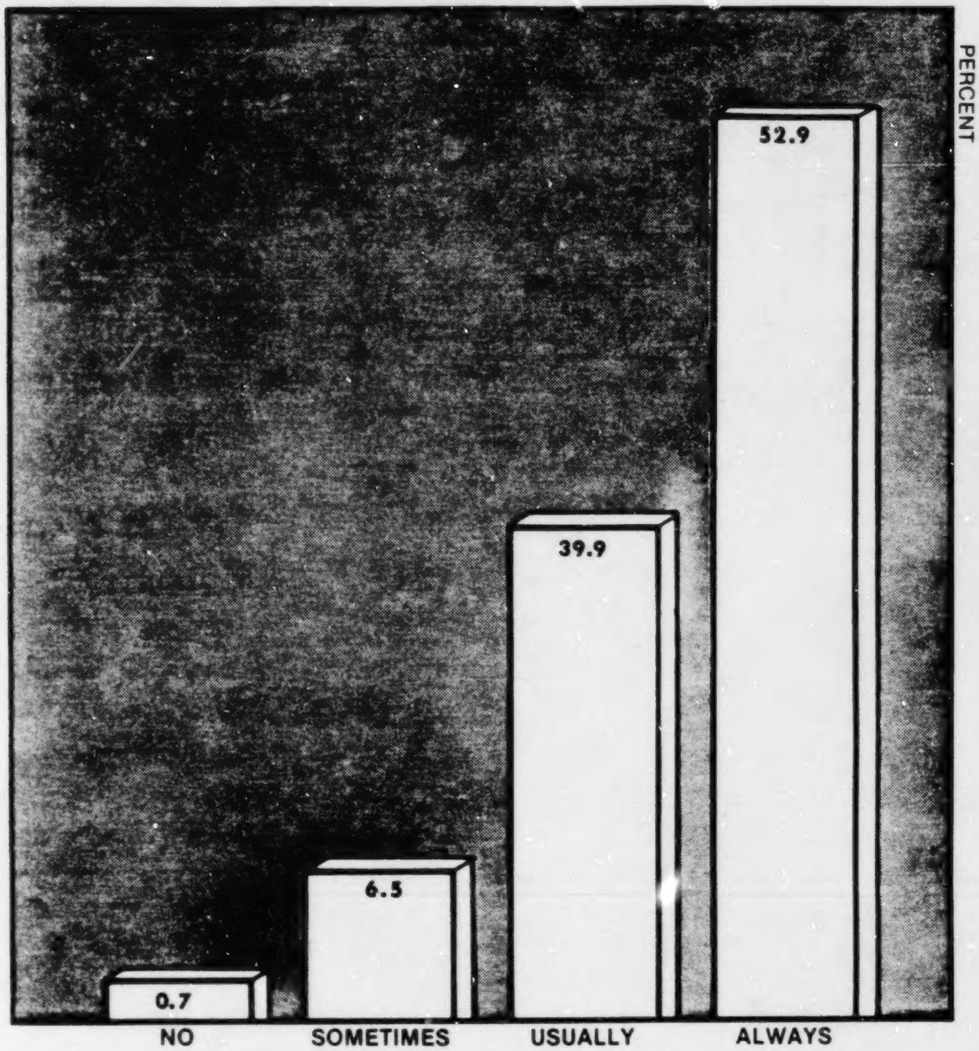
HIGH SCHOOL STUDENTS (10TH–12TH GRADES) WITH HEAVIER* DRINKING HABITS, BY WEEKLY AMOUNT OF MONEY TO SPEND



* Heavier drinking means drinking at least once per week and five or more drinks per typical drinking occasion.

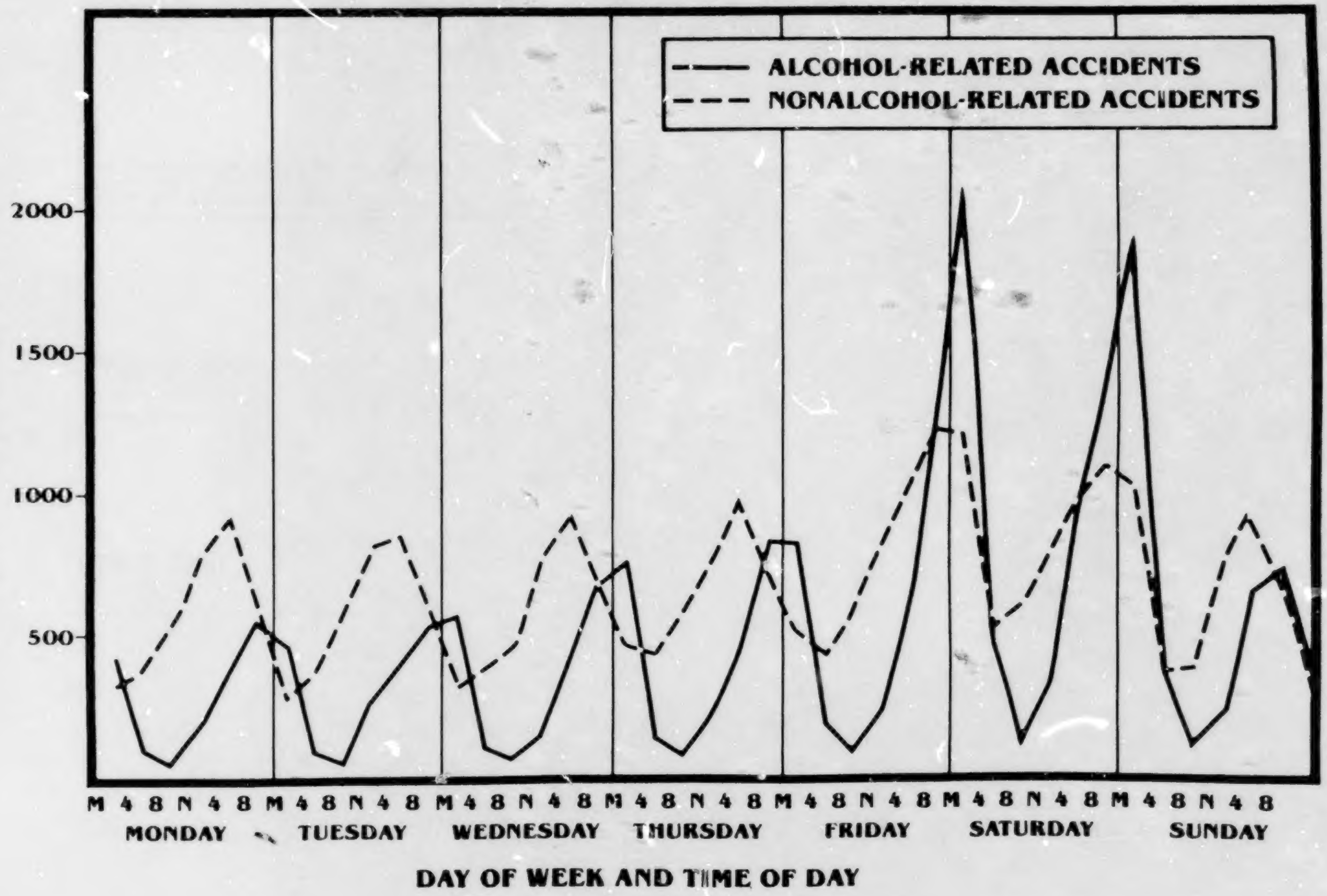
Source: Extent and Nature of Adolescent Alcohol and Drug Use: The 1974 and 1978 National Sample Studies. Volume 1. October 1980. J.V. Rachal et al. Center for the Study of Social Behavior. Research Triangle Institute Project No.23U-1322. Contract report for the National Institute on Drug Abuse.

HIGH SCHOOL STUDENTS (10TH-12TH GRADES) WITH HEAVIER* DRINKING HABITS, BY ABILITY TO OBTAIN ALCOHOL



* Heavier drinking means drinking at least once per week and five or more drinks per typical drinking occasion.

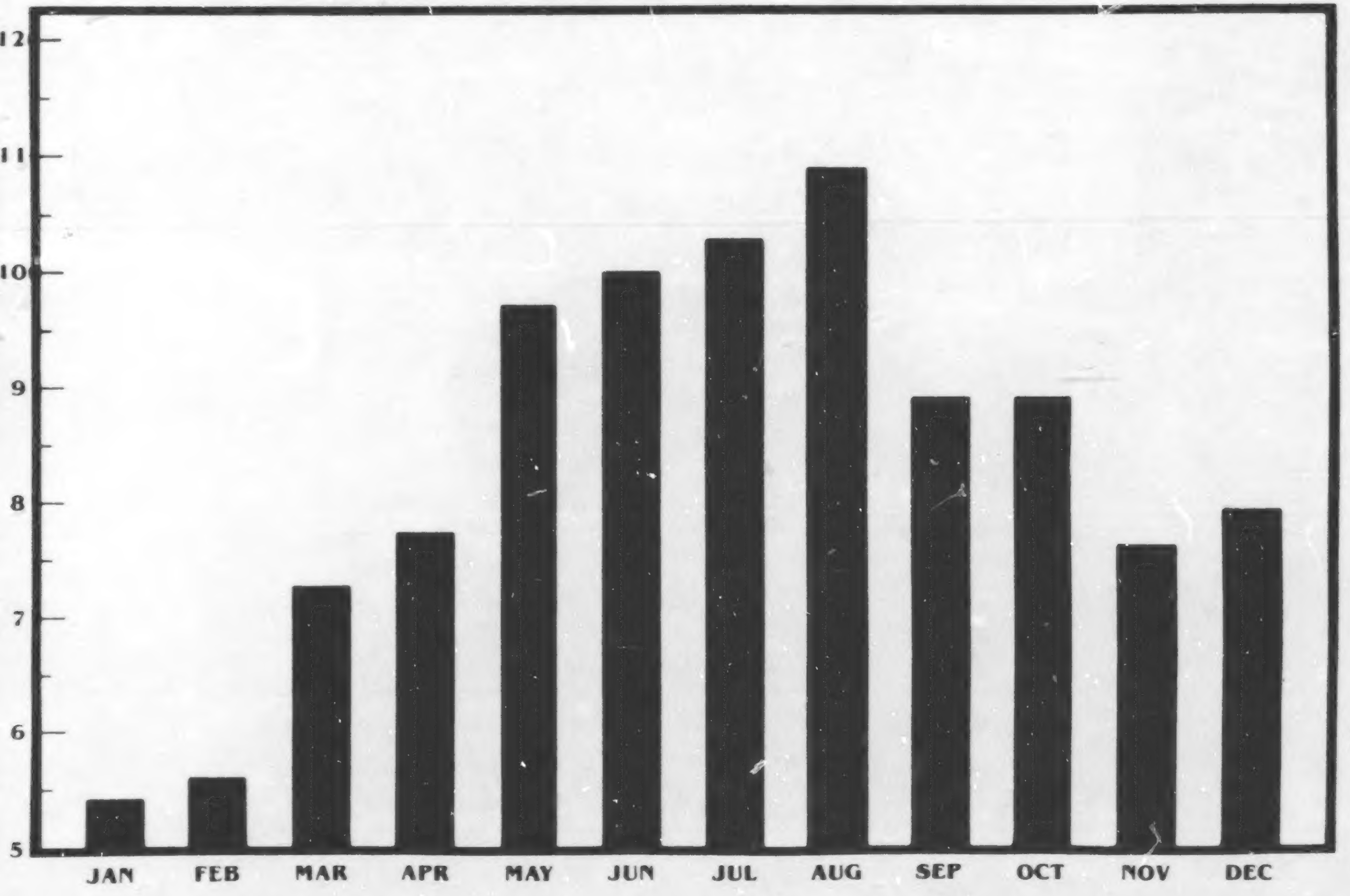
Source: Extent and Nature of Adolescent Alcohol and Drug Use: The 1974 and 1978 National Sample Studies. Volume 1. October 1980. J.V. Rachal et al. Center for the Study of Social Behavior. Research Triangle Institute Project No.23U-1322. Contract report for the National Institute on Drug Abuse.



1981 TOTAL HIGHWAY FATALITIES

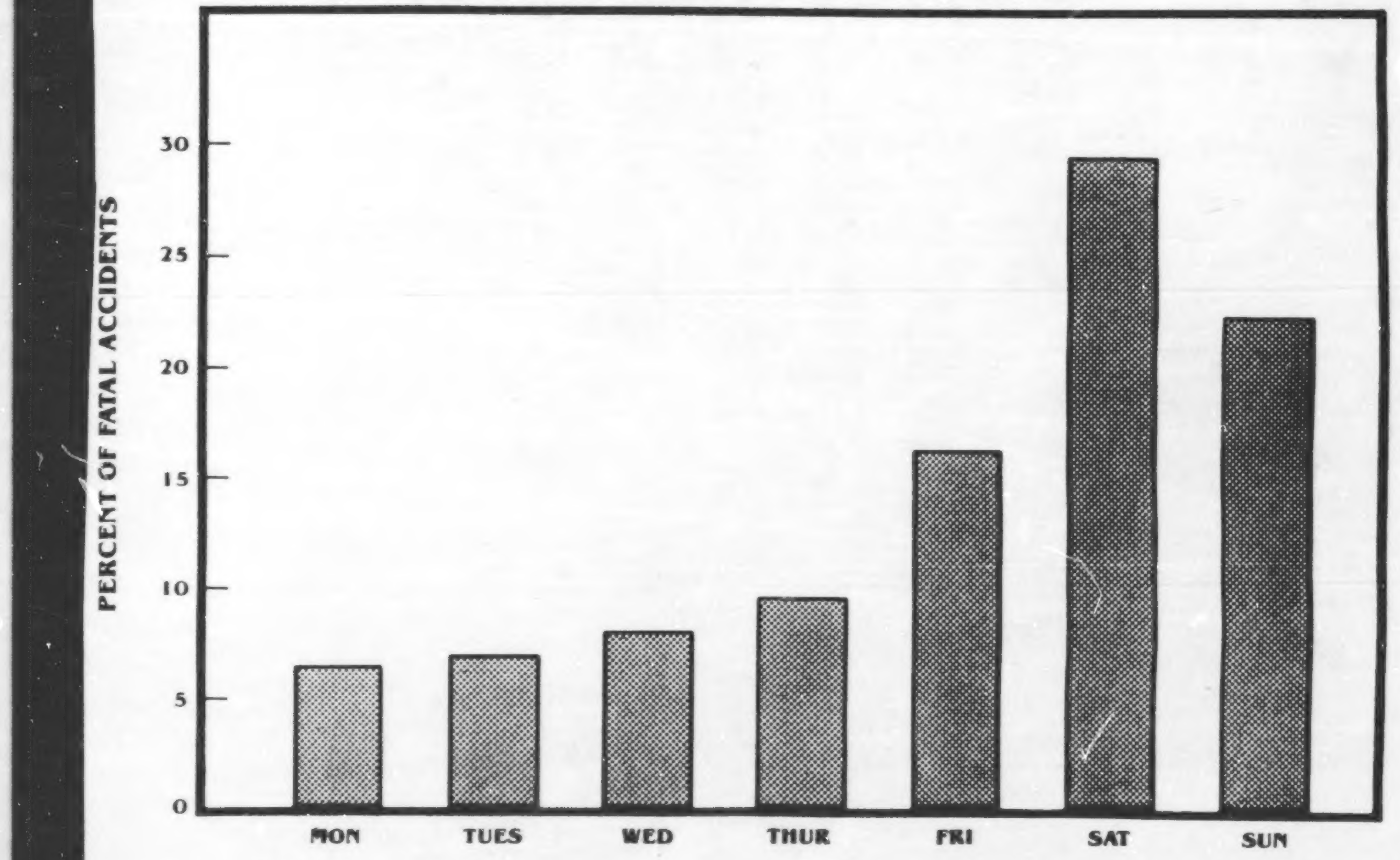
FATAL ACCIDENTS BY MONTH OF YEAR

DRINKING DRIVERS 16-19 YEARS OF AGE



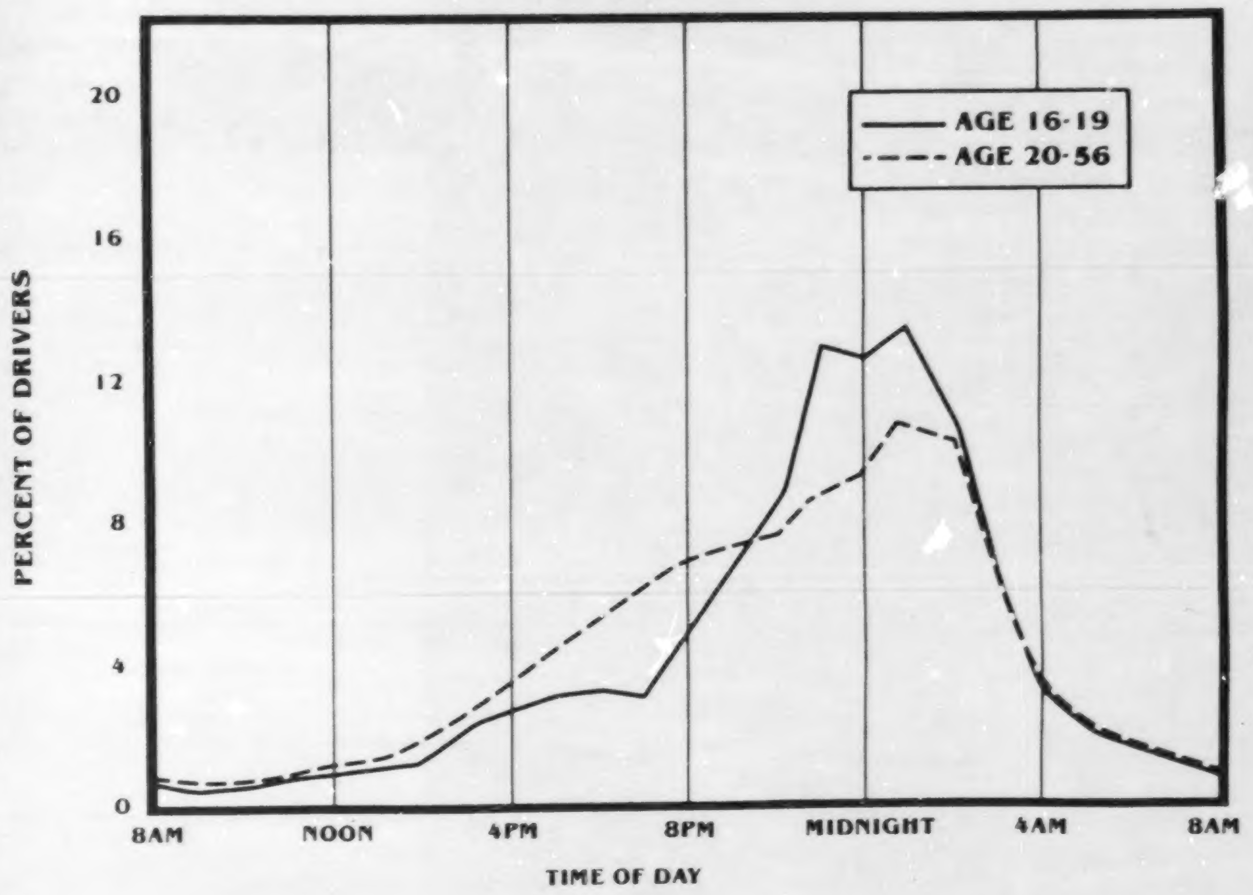
FATAL ACCIDENTS BY DAY OF WEEK (1979-1981)

DRINKING DRIVERS 16-19 YEARS OF AGE

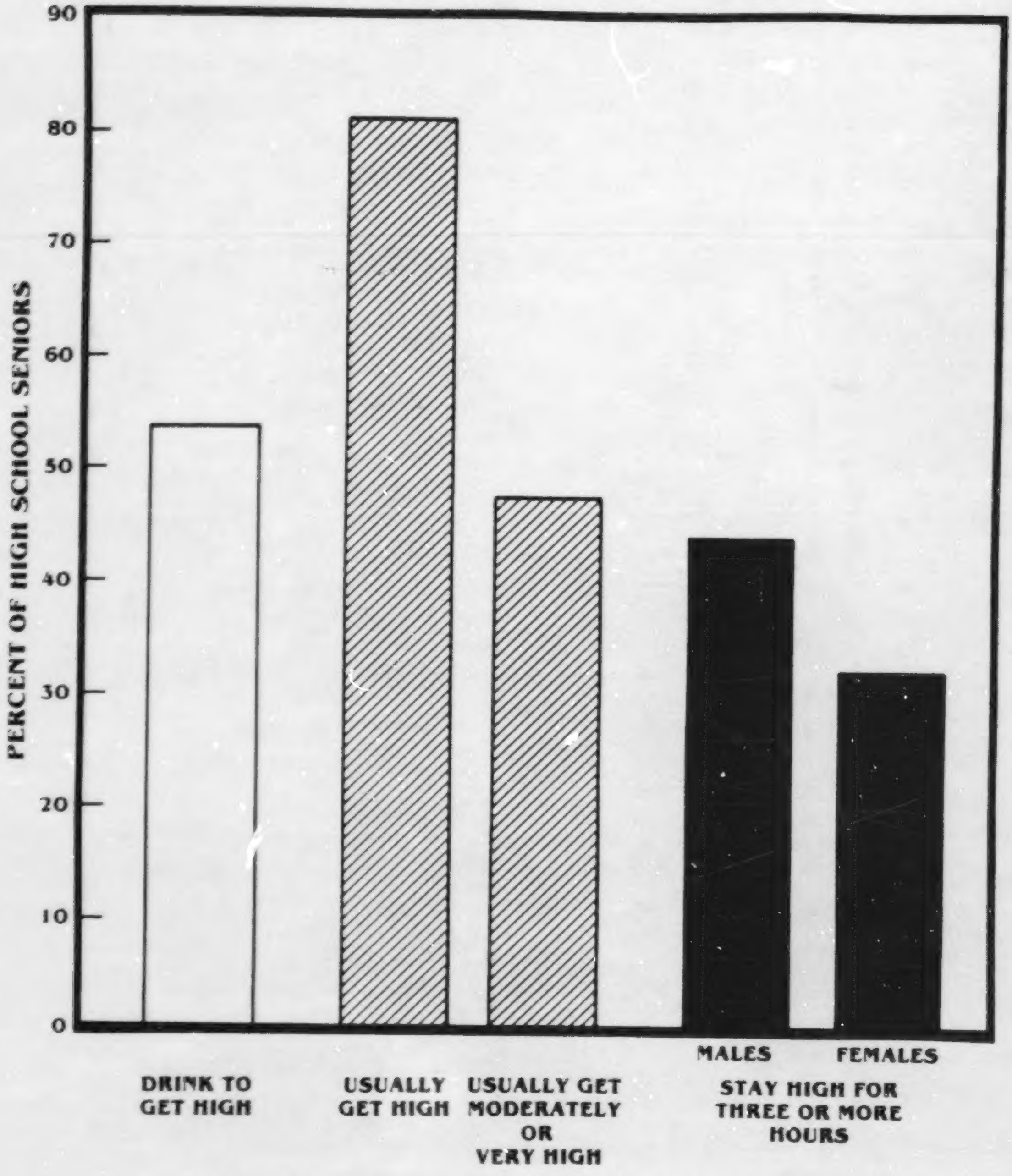


FATAL ACCIDENTS BY TIME OF DAY

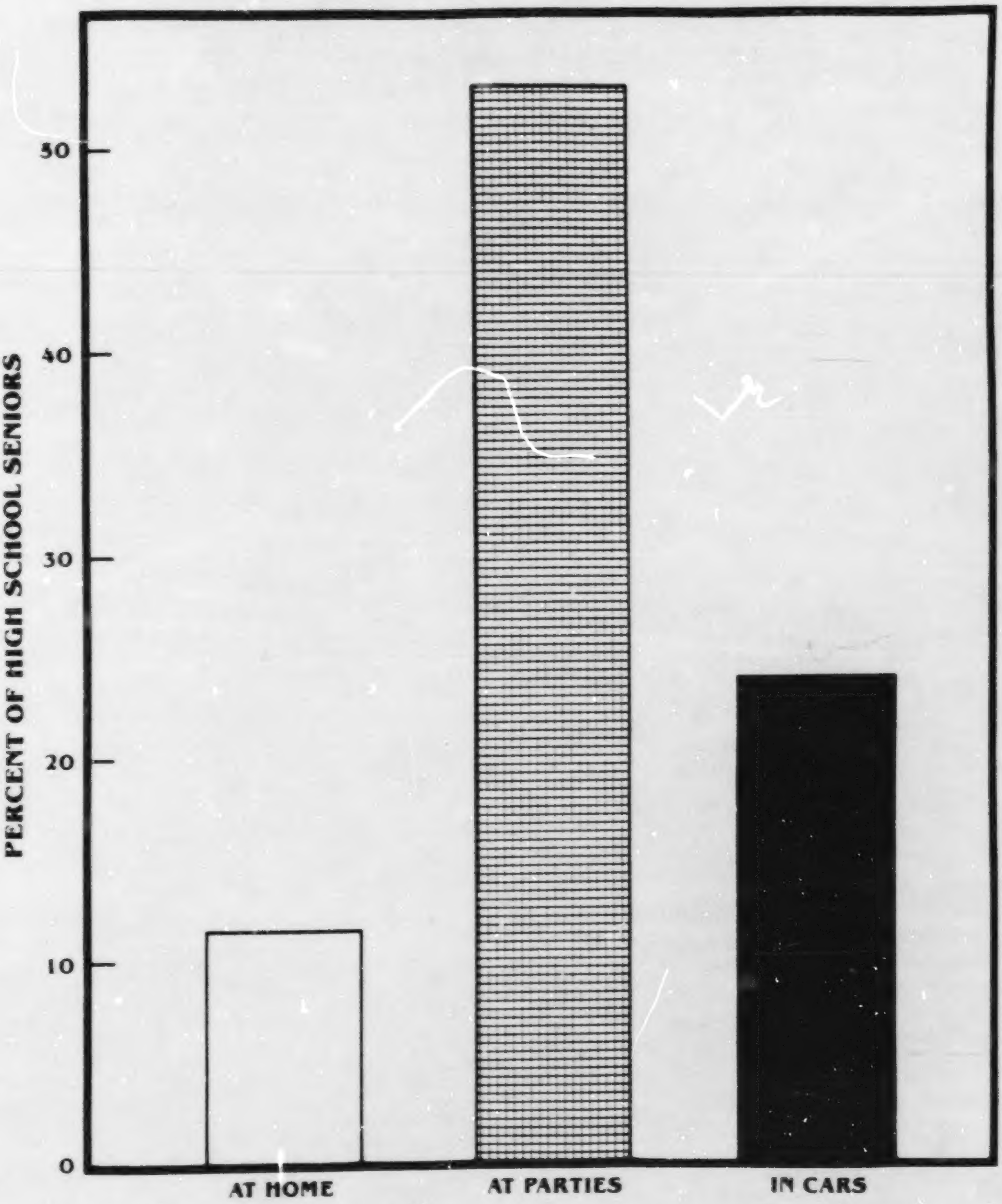
DRINKING DRIVERS



DRINKING PATTERNS OF HIGH SCHOOL SENIORS



WHERE TEENAGERS DRINK



TAB M(12)

APPENDIX B

EPIDEMIOLOGICAL FACTS ON ALCOHOL USE AND ABUSE AMONG YOUNG PEOPLE

1. Drunk driving is the leading cause of death for young people aged 16-24.

   Source: **Principal Highway Safety Drinking Driver Public Information Strategies.** Professional Management Associates, Silver Spring, Maryland under DOT Contract No. DTNH 22-81-C-05093.

2. Of the 23,419,000* 12- to 17-year olds in the U.S., 16,400,000 (70 percent) have used alcohol and 8,700,000 (37 percent) are "current users" (used in last 30 days).

   Source: **National Survey on Drug Abuse:** 1979, Rockville, Md. *NIDA 1980 U.S. Census Bureau Data.

3. By the 10th grade, 89.6 percent of boys and 80.7 percent of girls (85.1 percent of all students) have used alcohol.

   Source: Facts for planning No.1, Alcohol and youth: Prevalence, **Alcohol Health and Research World,** NIAAA, Fall, 1981 (1978 Research Triangle Institute data).

4. By 10th grade, 15.8 percent of boys and 7.2 percent of girls (11.5 percent of all students) are weekly heavy drinkers.

   Source: Facts for planning No.1

5. In 1974, 24 percent of junior high school students often drank at unsupervised teenage parties as compared with 13 percent who often drank at supervised parties where adults were present.

   Source: Facts for planning No.3, Alcohol and youth: Drinking contexts, **Alcohol Health and Research World,** NIAAA, Winter 1981-82.

6. Of sons of alcholics, at least 25 percent become serious alcoholics themselves; less than 4 percent of the general population are so affected.

   Source: Gabrielli, W.F.; Mednick, S.A., Brief communications: Intellectual performance in children of alcoholics. **J. Nervous and Mental Disorders,** 171:7 July 1983.

7. During 1981, there were 14,978 emergency room episodes reported through DAWN for children 10-17 years of age. Projecting these data to the nation, it was estimated that there were a total of 43,000 drug-related ER visits involving teenagers under 18 years of age. Alcohol in combination with other drugs accounted for 14.2 percent of such visits for 10-17 year olds.

8. It is estimated that approximately 34,000 children under 18 received treatment for alcoholism during 1981.

Source: (7-8) Memo to Carlton Turner from Neil Sampson (NIDA) dated February 9, 1983. NIDA-DAWN data/May 1982 data file.

9. Some 37.2 percent of today's youth have used alcohol in the last six months.

Source: P.M. Fishburne and I. Cission, **National Survey on Drug Abuse: Main Findings: 1974.** NIDA DHHS Pub. No. (ADM) 80-976, USGPO, Wash., D.C., 1980.

10. In 1977, the proportion of adolescents 12-17 who abstained from using alcohol was 46 percent.

Source: **Promoting Health - Preventing Disease: Objectives for the Nation.** Dept. of Health and Human Services, Public Health Service, Fall 1980.

11. Patterned alcohol use occurs as early as 12 or 13 years of age.

Source: Spiegler, D.L. Childrens' attitudes toward alcohol use. **Journal of Studies on Alcohol** 44:3, May 1983.

12. At least by age 6, children are capable of making the discrimination between the degree to which different types of people (i.e., men, women and children) like (and presumably engage in) alcohol-related activities.

Source: Same as No. 11.

13. As of 1982, 65 percent of all 12- to 17-year-olds report that they have had beer, wine, or liquor at some point during their lives.

Source: Miller, J.D., et al. **National Survey on Drug Abuse: Main Findings 1982.** DHHS Pub. No. (ADM) 83-1263, 1983.

14. As of 1982, 27 percent of youth 12-17 years of age report use of alcohol during the month prior to the survey.

Source: Same as No. 13.

15. In the 1982 NIDA survey, 17.9 percent of youth 12-17 reported they have not used alcohol during the past year.

    Source: Same as No. 13.

16. In the 1982 NIDA survey, 34.8 percent of youth 12-17 reported they had never used alcohol.

    Source: Same as No. 13.

17. Over 1.6 million or nearly 15 percent of senior high school students are estimated to have been weekly heavy drinkers, drinking at least once a week and a large amount on each ocassion (5 to 12 drinks or more than 2.7 ounces of ethanol).

    Source: Facts and findings about alcohol use and abuse among youth. **Alcohol Health and Research World** 7:4 pg. 5, Summer 1983.

18. Among sampled black students, 33.3 percent of the boys and 43.2 percent of teenage girls report they abstained from alcohol or drank less than once a year.

    Source: Harford, T.C. Predictors of Drinking Among Black and Non-Black Teenagers. Paper presented at the International Institute on Prevention and Treatment of Alcoholism, June 1983.

19. Overall, 38 percent of black students surveyed and 27 percent of non-black students abstained or drank less than once a year.

    Source: Same as No. 18.

20. The percentage of drivers aged 16 to 19 (defined as "teenagers") who had positive BACs rose from 20 percent in 1977 to 28 percent in 1981. (Comparable increases occurred in young adult and adult drivers).

    Source: Patterns of alcohol use among teenager drivers in fatal motor vehicle accidents—U.S. 1977-1981 **Morbidity and Mortality Weekly Report**, CDC pp. 344-347, July 8, 1983.

21. In 1981, BAC results showed that 21 percent of the 8,790 teenage drivers involved in fatal motor vehicle accidents had been drinking alcoholic beverages.

    Source: Same as No. 20.

22. The risk of a fatality from an alcohol-related motor vehicle accident is high for teenagers and that risk further increases for young adults aged 20-24.

Source: Same as No. 20.

23. The 1974 RTI study estimated that more than half the seventh graders had taken at least one drink during the previous year.

Source: Hennecke, L. and Gitlow, S. Alcohol use and alcoholism in adolescence. **New York State Journal of Medicine,** June 1983.

24-27. Among 10th through 12th graders, the 1974 and 1978 RTI Studies found that:

- 25 percent were abstainers, not drinking at all or only once a year.
- 25 percent were infrequent to moderate drinkers, drinking less than four times a month and no more than four drinks per ocassion.
- 17 percent were moderate drinkers, consuming either one drink a week or two to three drinks three or four times a month, or five or more drinks once a month.
- 32 percent were moderate to heavy drinkers, consuming two to five drinks at least once a week.

Source: Same as No. 23.

28. NIAAA estimated that 19 percent (3.3 million) of adolescents aged 14-17 were "problem drinkers."

Source: **Third Special Report to Congress on Alcohol and Health,** NIAAA, June 1978.

29. Studies have shown that alcohol use before age 15 correlates with heavy alcohol use and use of other drugs in late adolescence and in the early 20s.

Source: Same as No. 23.

30. In the U.S. during the 1960s, the life expectancy of the average infant rose one year, and during the 1970s the average life expectancy rose 2.7 years. The stunning improvement of the 1970s primarily reflected changes in health-related lifestyles among mothers, such as positive changes in exercise and diet and especially reduction in cigarette smoking. In the 1970s, there was a drop of some 25 percent in the death rate from heart attacks and strokes, which together accounted for about half of all American deaths.

Fully 30 percent of all deaths in the U.S. are premature, caused by use of alcohol and tobacco. These two drugs are the most serious threats to health through contribution to cancer, cardiovascular disease, and other major causes of death. People who don't smoke and drink live much longer than people who do.

During the twentieth century, only the 15-to-24 age group showed a rising death rate from one decade to the next, and mortality in this group is now more than 10 percent higher than in 1960. The three principal causes of death for this age group are accidents, suicide, and homicide; all three showed substantial rises after 1960.

Source: Dupont, R.L. Teenage drug use opportunities for the pediatrician. **Journal of Pediatrics** 102 No. 6 1003-1007.

ALCOHOL ABUSE AMONG ADOLESCENTS

GENERAL

- One in every 18 high school seniors drinks alcohol daily.
- Approximately 40 percent of all high school seniors reported that on at least one occasion during the prior two weeks they had five or more drinks in a row.
- Slightly more males than females reported alcohol use, but frequent and heavy drinking were disproportionately concentrated among males.
- Frequent use of alcohol was more prevalent among those who did not expect to attend college.

REGIONAL VARIATIONS

- The Northeast showed the highest annual rates of alcohol use among high school seniors.
- Alcohol use by high school seniors tends to be somewhat lower in the South and West.

ETHNIC VARIATIONS

- Black high school students drink less than white high school students.
- Abstinence rates for black students (37 percent) are higher than for white students (20.4 percent).
- The proportion of moderate-to-heavy drinkers and heavy drinkers also is lower among black students—only 3.8 percent of black students were heavy drinkers versus 16.2 percent of white students. (Census data have shown approximately equal proportions of blacks and whites among dropouts in the age group studied.)

TRENDS

- The annual prevalence of alcohol use among high school students has continued at high levels since 1975.
- Daily use of alcohol by high school seniors remained at the same level (5.7 percent) in 1982 as in 1975.
- The rate of occasional binge drinking (comsuming five or more drinks in a row on at least one occasion during the last two weeks) by high school students rose slightly from 37 percent in 1975 to 41 percent in 1982.

- Among children aged 12-17, the proportion of current alcohol users dropped from 37 percent in 1979 to 27 percent in 1982; however, since 1974, current use of alcohol has remained significantly higher than current use of cigarettes or marijuana.

EARLY USE OF DRUGS

- About 56 percent of high school seniors started drinking before they reached the tenth grade.
- About one out of every 10 children aged 12-13 have used alcohol during the past month.

SOURCES:

Student Drug Use in America: 1975-1982. National Institute on Drug Abuse, 1983.

Unpublished data from the Laboratory of Epidemiology and Population Studies, National Institute on Alcohol Abuse and Alcoholism, 1983.

National Household Survey on Drug Abuse, 1982. National Institute on Drug Abuse, 1983.

For further information, contact the Prevention Branch, Division of Prevention and Research Dissemination, National Institute on Alcohol Abuse and Alcoholism, Rm. 16C-14, 5600 Fishers Lane, Rockville, Md. 20857; (301) 443-3860.

APPENDIX C

PARTICIPANTS IN THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

ALABAMA

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NOTE: Addresses appeared only for adult participants

APPENDIX D

Minutes Of The Post-Conference Meeting With Teen Institute Directors

St. Louis, Missouri
June 8-9, 1984

A meeting was convened at 8:30 a.m. on Friday June 8, 1984, with representatives of Teen Institutes from 12 States participating. The meeting had two major objectives: (1) to encourage and commit the Teen Institutes to include a focus on youth-centered prevention efforts at the worksite; and (2) to facilitate the exchange of information among the Teen Institutes. Participants were:

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As each of the Institutes gave an overview of its organization and program, it bacame evident that many basic factors are common across the Institutes. In essence, the Teen Institutes are leadership training camps for teenagers held in a retreat setting, where youth can share an intensive, live-in experience that encourages growth in personal skills, awareness of feelings, and mutual group counseling. Typically, the Institutes combine small group discussions with workshops, lectures, experiential exercises, and recreation. Most Institutes emphasize the learning of accurate, practical knowledge about alcohol and drugs, stress decision-making skills and alternatives to substance abuse, and help the teenagers plan post-Institute prevention activities. Most Institutes focus on school-based activities and the vast majority of teenagers participating in Institutes are selected through the schools.

The overview of the Institutes was followed by an in-depth discussion of the types of alcohol and drug issues faced by youth at the worksite, with special focus on drinking and driving concerns. Identified issues included: drinking on the job by co-workers, pressure from co-workers and supervisors to engage in drinking after hours, customers who have had too much to drink, lack of awareness and concern by employers and co-workers, etc.

Following lunch, participants discussed possible approaches for incorporating worksite issues to Teen Institute programs. The following measures were suggested:

- Recruit participants from businesses as well as schools
- Involve business leaders as trainers
- Include information on the worksite awareness sessions
- Devote specific workshops to worksite issues
- Invite speakers to address worksite issues in general sessions
- Encourage participants to include worksite activities in the prevention plans they develop for their communities
- Conduct a special mini-Institute focused on the worksite

By the end of the meeting, participants were committed to including worksite issues in their Teen Institute programs. They were asked to share their specific work-related plans with the Initiative staff and to report on the activities they do undertake.

APPENDIX E

ADVANCE MATERIALS ON CONFERENCE PREPARATION FOR PARTICIPANTS IN THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

APPENDIX E(1)

PREPARING FOR THE NATIONAL CONFERENCE: SOME SUGGESTIONS

Welcome to program planning, organizational development, networking, and public relations! These are just some of the skills you'll be gaining or strengthening at the National Conference for Youth on Drinking and Driving. The conference will prepare you to apply positive peer pressure in an organized, determined way—to influence your workmates or other young people to say "no" to drinking and driving in particular and "no" to alcohol abuse in general.

Although you are not expected to be experts in anti-drinking and driving programs or even very knowledgeable about the subject, you certainly will get more out of the conference if you undertake some preparatory activities. Described below are a number of steps you can take in the direction of a productive conference experience. Remember, these are suggestions only. Some of them will not be equally appropriate for all individual participants or all State delegations.

1. GET TO KNOW THE OTHER PARTICIPANTS FROM YOUR STATE AND BEGIN TEAM WORK

As you know, State delegations are composed of six youth and two adult participants. In creating these delegations, State Alcohol Authorities were urged to select individuals who live close enough to work together with reasonable ease or individuals whose joint, long-distance efforts would be supported by some common factor—a shared employer, shared experience with an existing program, etc. We at the Federal level have no way of knowing precisely how selected participants may be linked. But whatever your connections, if any, it is important that you get to know one another before the conference itself. Don't wait until you meet at the train station or airport for the trip to Washington. Instead, take one or more of the following steps to get acquainted and to begin your team work:

- Contact each other as soon as possible. You probably received the names of the other participants in your delegation from the State official who nominated you or from one of the adult participants. If not, write or call your nominator and ask for the names and addresses of the others in your delegation.

- If you live within reasonable distance of one another, arrange a series of meetings before the conference at a central gathering point or some mutually agreeable spot.

- Once you have become acquainted, begin to think about developing group as well as individual goals. Specifically, determine what you want to accomplish before the conference and what you expect to gain from the conference. Don't be afraid to share your concerns as well as your ideas.

- You may be able to shape yourselves into an effective team very quickly if you conduct a talent and preference inventory to identify the special skills that one or the other of you possesses and the kinds of work each of you likes to do. Some of you may like to speak, others to write; one of you may be an artist, a photographer, or an amateur media specialist. By inventorying your talents and preferences in this way, you will be able to divide the work of program planning and development to the satisfaction of all and so achieve the best possible results for time and energy spent.

- If you are novices in anti-drinking and driving programs or if you just want to know more, you will find it beneficial to use group meetings to learn about the subject. You can spend part of your meeting time viewing a number of excellent films dealing with the alcohol problems of young people. Your library or school media centers should have a list of such films or should be able to direct you to appropriate sources. "Last Prom," "Drink, Drive, Rationalize," "Social Drinker, Anti-Social Driver," "Under the Influence: The Test," and "DWI Decision" are among popular titles. Brochures, reprints of magazine articles, and a variety of other written materials are available from State and national clearinghouses, organizations, and government agencies. To supplement the literature available locally , you may want to turn to these State and national sources. Attached at the end of this section is a list of information agencies for your use. Why not spend a portion of your meeting time dashing off requests for information to the agencies on the list.
- Share whatever you receive and whatever you learn. Take some time to discuss the literature you receive at your group meetings and exchange items so you all can gain the broadest possible exposure to the subject of teenage alcohol abuse.

2. INFORM YOURSELVES OF EXISTING LOCAL PROGRAMS FOR PREVENTING OR TREATING ALCOHOL PROBLEMS

Countless programs are developing at the local level. Some grow out of the tragic personal experience of individuals who somehow manage to turn their despair to productive ends; MADD (Mothers Against Drunk Drivers) and SADD (Students Against Driving Drunk) are perhaps the most well-known examples. Other organizations have emerged in the wake of events sponsored by the Federal Initiative on Teenage Alcohol Abuse, particularly the first youth conference held last year. "The Chemical People," a media event sponsored by First Lady Nancy Reagan has also stimulated local prevention efforts.

Find out about these programs. Your City Council, Mayor's Office, public library, city and county alcohol and drug (or substance) abuse agencies, school principals, and school counselors are good sources of intelligence on local happenings. By all means, use your Yellow Pages. Look under "organizations" or "associations" and call any group that may be involved in alcohol abuse prevention, mental health, youth wellness, or highway safety activities.

3. CREATE NETWORKS FOR INFORMATION SHARING AND SUPPORT

"To network" is a new verb in our language; it does not appear in most dictionaries and might not be favored by conservative grammarians. But to people in program and community development, "networking" is a very important concept. "To network" is to make connections, to make contact with heads of organizations and agencies, with business people with professionals in fields of interest, and with any other people who share your concerns and may be able to support your cause.

Your first step is to get word of your activities to influential people who are or should be concerned about the problem of teenage drinking. Ask them if they've heard about the National Conference for Youth on Drinking and Driving, give them a little background, and explain your part. Emphasize the importance of community support for teen-run programs and invite them to join in any meetings you may hold after the Conference. Assess their willingness to help and the resources they have to offer.

You can begin networking before the conference and continue the process on your return. But before coming to Washington, you surely will want to contact the teens who represented your State at last year's gathering. If they live nearby, you might invite them to attend at least one of your group meetings. If not, you might correspond with one or more of them and ask for copies of the program materials they have developed over the past year. For your convenience, a list of 1983 participants from your State is attached at the very end of this section.

IMPORTANT: Whenever you start networking (before or after the Conference), be sure to keep good records. An index file or notebook of contacts is helpful. Each entry should indicate the date of the contact, the name of the person you spoke to, his/her organizational affiliation, his/her role, the content of the conversation, materials to be received or sent, and plans for further communication. Also, avoid multiple approaches to the same organization or individual: either assign one person the task of networking or divide the networking task itself—e.g., Ann calls people in education, Ed professionals in alcoholism and drug abuse prevention, Jane all insurance people, and so on.

4. PUBLICIZE THE CONFERENCE AND YOUR PART IN IT

Did you know you could write your own press release? Your local newspaper(s) will be happy to receive notice of your selection as a participant in the upcoming National Conference. They are sure to carry at least a brief story on your activities, especially if you provide them with the material they need to do so. On the following page, you will find a sample press release such as you might submit to the editor of your corporate newsletter and/or local newspaper(s).

5. ENJOY YOUR WORK

You have best wishes from 1983 Conference participants! One of the 1983 delegates from New Hampshire has this to say:

> It is great that there is another Youth Conference being planned. I hope other teens will have the same great experience I had. I would give my right arm to attend!

APPENDIX E(4)

PRESS RELEASE **FOR MORE INFORMATION CONTACT:**

(Provide name)

SIX AREA TEENS AND TWO ADULTS TO ATTEND NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

Six teens from (name city or county) have been selected to represent the State of _____ at a National Conference for Youth on Drinking and Driving sponsored by the U.S. Department of Health and Human Services. The conference is one component of a national initiative to prevent alcohol abuse among teenagers and especially to help reduce the number of teenage deaths and injuries caused each year by drinking and driving.

_________, _________, ________, ________, _______, and ________ will attend the April 27 to 30 gathering of youth from across the country, to be held at the National 4-H Center in Chevy Chase, Maryland, just outside Washington, D.C. To qualify for this all-expense-paid opportunity, the young people had to be employed part or full time and had to possess demonstrated leadership qualities.

At the conference, the young people will learn how to develop worksite-based programs for combatting drinking and driving, a dangerous combination that annually kills some 10,000 teens and young people and injures some 40,000 more.

Youth will dominate the conference. Presenters will describe model programs and provide instruction in the skills needed to develop, implement, and maintain anti-drinking and driving activities.

Accompanied by two adult participants, (name and title) and (name and title), the youth participants will round out their conference experience with an action-planning session, during which they will identify the steps they can take to convert their knowledge and enthusiasm into effective programs for their peers at work and in the community.

The most successful teen efforts to combat drinking and driving have benefited from the support of local government, voluntary groups, business leaders, and others in the community. Accordingly, on their return from the conference, our eight representatives will hold a meeting to share their ideas with all interested parties. If you or members of your organization would like to offer your support, please contact (provide name) for more information.

APPENDIX E(5)

NATIONAL INFORMATION SCURCES

- Alcohol and Drug Problems
  Association of North America
  444 North Capitol Street, NW
  Suite 181
  Washington, DC 20001

- Alcoholics Anonymous World
  Services, Inc.
  P.O. Box 182
  Madision Square Station
  New York, NY 10010

- American Automobile Association Foundation for Traffic
  Safety
  811 Gatehouse Road
  Falls Church, VA 22042

- American National Red Cross
  Youth Division
  17th and E Streets, NW
  Washington, DC 20006

- Association of Labor Management Administrators and
  Consultants on Alcoholism
  1800 North Kent Street
  Arlington, VA 22209

- Boy's Club of America
  771 First Avenue
  New York, NY 10017

- Department of Transportation
  National Highway Traffic
  Safety Administration
  Distribution Office
  Washington, DC 20590

- National Association of State
  Alcohol and Drug Abuse Directors
  444 North Capital Street, NW
  Suite 530
  Washington, DC 20001

- National Clearinghouse for
  Alcohol Information
  P.O. Box 2345
  Rockville, MD 20852

- National Clearinghouse for
  Mental Health Information
  Rm. 11A-21
  5600 Fishers Lane
  Rockville, MD 20852

- National Clearinghouse on
  Drug Abuse Information
  P.O. Box 416
  Kensington, MD 20795

- National Council on Alcoholism
  733 Third Avenue
  New York, NY 10017

- National Federation of Parents
  for Drug Free Youth
  1820 Franwell Avenue
  Silver Spring, MD 20910

- The National PTA
  Alcohol Education Publications
  700 N. Rush Street
  Chicago, IL 60611

- National YMCA - Values
  Education Center
  6801 South La Grange Road
  La Grange, IL 60525

APPENDIX F

FACULTY

1984 National Conference For Youth On Drinking & Driving

APPENDIX F(1)

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Amy Herbstman
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Miami, Florida 33156

Lorraine Maldonado
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Miami, Florida 33183

Michelle Porter
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Miami, Florida 33187

John Serra
7235 S.W. 39th Street
Miami, Florida 33155

Cosongie Solomon
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EXCERPTS FROM SECRETARY MARGARET M. HECKLER'S SPEECH DELIVERED AT THE 1984 NATIONAL CONFERENCE FOR YOUTH ON DRINKING AND DRIVING

I am more than honored to join you this afternoon to discuss one of the most critical issues that faces America today: Drinking and Driving among America's Teenagers.

This gathering is the second event to be sponsored by the Department of Health and Human Services in as many years.

Each of you selected to participate in this event from the various States in the Union share the true advantage of being America's next generation of leaders. But you also share the unfortunate burden of being in the most vulnerable age category for suffering most from alcohol abuse and the tragedy such abuse brings when it is mixed with driving....

...We have been fighting [this] devastating fatal disease in our society for a long time now without the necessary progress we have a right to expect.

The lethal mixture of drinking and driving destroys the lives of more than 8,000 young Americans every year and maims and cripples countless more. It plays a role in 10 percent of all of the deaths in the United States. Alcohol abuse is the principal cause of deaths through accidents among those aged 15 to 24....

At the National Youth Conference we held here last year high school students and school officials who were in attendance made a pledge to do their part to halt this tragic slaughter.

They returned to their communities to be crusaders for student action in schools and communities across America. They did not do it alone. They sought and obtained the support of their friends, their communities, their governors, their legislators and their parents.

You are the great healers in this disease. It is in your hands to make a difference. What you learn here in these few days will give you the educational background to make a real difference.

It can and will mean that you will save lives of your friends and perhaps even your own. The abuse of alcohol affects not only those individuals who fall into its addictive influence but also countless innocent bystanders who happen to be in the wrong place at the wrong time—the path of a car being driven by a drunk.

Far too often that drunk is a teenager. And the pressures of our society are breeding far too many teenage drunks. One of those pressures includes teenagers who hold down jobs while going to school and participating in sports and other extra-curricular activities at school and in their communities.

Our focus this year in our National Conference is on the workplace and the pressures that come to bear influencing teenagers to drink in excess.

A recent survey of high school students across America revealed that approximately 75 percent of high school seniors hold jobs. And we have learned that a significant percentage of youth who do work have problems involving the use of alcohol.

In fact, we have found that high school seniors who work 21 or more hours a week engage in heavy drinking at a rate 15 percent higher than those who do not work. Heavy drinking is defined as consuming five or more drinks on one occasion.

Those figures have frightening implications. Thirty-two percent of the high school seniors we surveyed who do not hold jobs reported they drink heavily at least once over a period of two weeks, and even more—almost 50 percent—of the young people who work 21 to 30 hours a week reported heavy drinking episodes in that same time period.

The exact message those statistics tell us is best defined by you attending this conference today. Those of you who work at fast food outlets, as store clerks, gas station attendants, construction workers or whatever work you have--you can tell whether the kids who hold jobs report heavier drinking because they have more money to spend on alcoholic beverages, or because the pressures are so much greater from working that some diversion is needed, or perhaps because young people working in an adult world too often go the next step to imitate adult behavior.

We are looking to you for the answer. You have been selected as delegates to this worksite conference because you truly possess the potential of re-shaping the alarming destiny of so many young people in our country today.

You are here to contribute to the solution of a problem having a great national significance. It can be a great personal learning experience, a terrific social event to meet and acquire new friends, an enlightening travel experience in our Nation's Capitol, and a significant honor to add to your personal resume.

But if you leave here and return to your community and workplace and do nothing to solve this problem, then our efforts here in this conference to attack this disease will fail.

Last year, a whirlwind of activity followed our conference for youth. The student delegations sparked a variety of "Sober Drinking" programs in every part of the country.

In Illinois, the student delegates have worked with the Secretary of State and the Illinois State Chief of Police in visible and widely publicized efforts to deter drunk driving.

In New Jersey, students are vigorously lobbying the governor and the State legislature to make alcohol abuse awareness programs mandatory in public school curriculums.

In New York, the delegates sponsored a statewide assembly to inaugurate "Students Against Drunk Driving" programs. Similar programs began immediately in Wyoming, New Jersey, Oklahoma, Kansas, Iowa, and Missouri, and since have spread to many other States.

In Nebraska, the State's Association of Student Councils adopted a statewide initiative calling for "Positive Alcohol Literacy for Students" programs in all schools.

In Alabama, delegates to the conference organized clubs around the State to encourage students who do not abuse alcohol to "bond" together for mutual support.

This year, we have moved on to a broader canvas, in recognition of the fact that the youth of America are influenced by and have an influence on many aspects of life. You here today represent perhaps the most responsible segment of America's young people—our working youth.

This conference is a real platform for American youth to speak out. You will be heard. Your selection as a delegate to this conference demonstrates deserved recognition for you as a leader from your State, the District of Columbia, Puerto Rico, or the Job Corps.

You were selected to lead the effort with your employers and your peers to bring real changes at the worksite that will change behavior in the abuse of alcohol and ultimately save lives.

American businesses care, too. The care and concern of the businesses in America that employ large numbers of young people in their workforce is evident by their participation here today.

These firms participating with us have shown a particular concern for the health and well being of their young employees. Some have already mounted programs to help their young workforce to stay alive and well. They are here to share their experiences, their successes, and their know how. Others are here to learn. This meeting can be the catalyst for action for young employees everywhere.

This National Conference is yours—to heighten employer awareness of the problems caused by teenage alcohol use and abuse, and to identify ways that young employees and employers can help solve these problems. I know you will learn together how to make the worksite a potent, lifesaving force.

None here should doubt the resolve I personally have to make a significant difference in this battle against teenage alcohol abuse and its tragic consequences. I cannot conceive of any greater mission, or a more pressing need than to mobilize our energies collectively to help save our youth.

My eight-term service in the United States Congress gave me a perspective to this problem, but I must admit that when I saw the indepth studies conducted by the department on this issue I was shocked.

Perhaps it would be better characterized as outrage. It is difficult to imagine the nationwide devastation that occurs each and every year—the tragic loss to families, the incalculable loss of productivity to society, and the sapping of our nation's strength for the future. It is an outrage that we allow it to continue.

That is precisely why our efforts here today are so vitally important to all of us. We must commit our time, energy and resources to solve this senseless devastation.

Today I am announcing the release of my department's fifth special report on Alcohol and Health. This report to the United States Congress documents the known health consequences of alcohol abuse.

Findings now demonstrate that alcohol contributes to cancer, heart disease, and many other problems. It is involved in many areas of social concern, including rapes, robberies, 45 to 68 percent of spouse abuse, and as high as 38 percent of child abuse.

This new report documents for us that:

> Many people with a potential to develop alcoholism have inherited biochemical and physiological traits that place them at risk. We do not yet know the precise nature of these traits, but our research on the effects of alcohol on the central nervous system is providing important leads.

The report also reminds us that chronic brain injury caused by alcohol is second only to Alzheimer's Disease as a known cause of mental deterioration in adults.

However, scientists have found that alcoholic mental deterioration is not invariably progressive; the deterioration can be arrested if the patient stops drinking, and substantial recovery can occur.

One study we have reported found that alcoholics and their families initially use medical services more than others do, but their demand for services drops off after alcoholism treatment. The benefit of treatment in terms of reducing costs of medical services was found to outweigh the initially higher cost of treating the alcoholism.

We found further evidence that drinking during pregnancy poses risks to the health of the newborn, including mental impairment, but that these risks are totally preventable. While fewer women are drinking during pregnancy, a substantial number continue to do so. Educational programs for women and and obstericians are reducing the risks of fetal alcohol syndrome, we have found.

This valuable research will continue, but our challenge is very clear. We must use the available information to wage our war against alcohol abuse.

It is today still an incontrovertible fact that drunk driving is the leading cause of death for young people ages 16 to 24.

Our efforts must include expanding the public awareness of this problem. Alliances formed at this conference and last year's meeting will establish our position to stop this senseless carnage.

I remain today very optimistic for our collective success. One indication that the bloody tide has turned is found in the new data from the fatal accident reporting system of the National Highway Traffic Safety Administration. It gives a glimmer of real hope for the future.

The figures indicate that the proportion of 16 to 19 year-old drivers killed on the road with alcohol blood levels at or above the legal intoxication limit in most States—0.10 blood alcohol level—dropped from 45 percent to 43 percent between 1980 and 1982. The proportion of young driver fatalities who had lower than legal levels of alcohol in their blood also dropped—from 16 to 14 percent.

This is the kind of progress that is painstakingly slow. We have set our course, and with the assistance of the young people, the employers, and the professionals here today we can make a significant difference in this battle.

This forum exists for you to observe the exemplary programs of employers who are genuinely concerned for the health and safety of their young employees. It is also a forum for those employers to learn from you.

I remember well some of the comments of those who participated in the conference last year. About what a huge problem it is and how little there seems to be that can be done about it. But there were others who saw what was possible. They found the limits of the possible and they stretched those limits a little further until they could stretch no more. Then they went a different direction until they hit that limit on what was possible again and stretched it a little further.

It is our goal here today, to exhaust the limits of the possible in fighting teenage alcoholism. It is the foundation for a successful future for a lot of young people whose lives would otherwise be sacrificed....

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